



Bachelor of Education (B.Ed.)

Two Year CBCS Programme

**Ordinance and Regulations for the Course of
Bachelor of Education (B.Ed.)
Two Year CBCS Programme**

July-2025

**FACULTY OF EDUCATION
MAA PATESWARI UNIVERSITY
BALRAMPUR, UTTAR PRADESH-271201**

Ordinances for admission in Bachelor of Education (B.Ed.) Two Year CBCS Programme

1. Admission Ordinance:

Maa Pateswari University, Balrampur, Uttar Pradesh offers fulltime Two-year B.Ed. CBCS Program in Faculty of Education. The programme targets those Indian nationals as well as foreign nations who have been permitted by the Government of India. This Programme will run as per Maa Pateswari University, Balrampur, Uttar Pradesh Academic Program under Ordinance Choice Based Credit System (CBCS) into effect from Academic Session 2025-2026 (and NCTE Rules and regulations as stipulated from time to time).

This programme intends to help in getting equipped with the skills and attitudes necessary to face the challenges usually emerging in schools B.Ed. two year, thus, has several objectives like developing various skills and competencies and inculcating values that are essential for improving the performance of the school and school leaders as Teachers. B.Ed. is a programme meant for the professional development of the prospective as well as In-service school heads/principals and other interested persons.

2. General Introduction- following are the general introduction of the course:

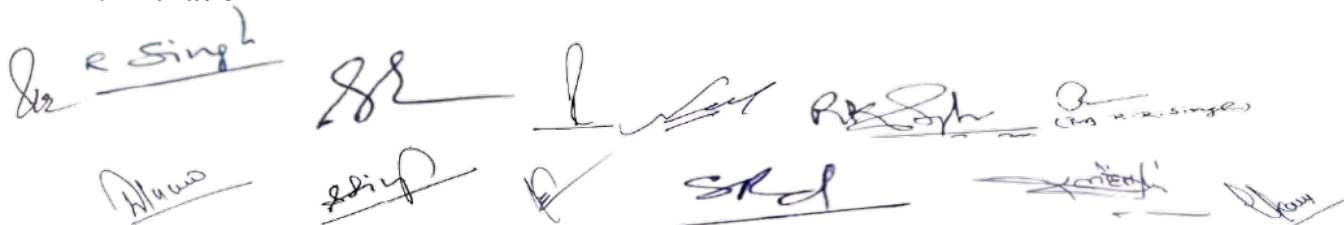
- I. The course shall be a full-time course.
- II. The course shall be divided into four semesters with internship and there shall be examination in each semester as per CBCS / Semester rules.
- III. This course shall have the status of vocational course.

3. Programme Objectives:

1. Enable to understand learner and his learning environment, contemporary India and education, school management, gender, school and society.
2. Enable to comprehend Language across the curriculum, Reading and reflecting on Texts, Drama and Art in Education, developing Communication Skills and observation of school activities by school internship.
3. Understand the individual differences among students, measuring the attainment, evaluating progress, and assessing learning abilities, guidance and counseling programmes, educational technology, ICT and lesson planning.
4. Practice teaching in Schools, inculcate the real experiences of classroom teaching and online teaching by using ICT and its different tools and software.
5. Understand the classroom diversities and enable them to deal with diverse learners in inclusive classroom setup, environmental education, Field Engagements with community and Community Participation.

4. Duration and Working Days

4.1 Duration

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The B.Ed CBCS programme shall be of duration of two academic years (four Semester), which can be completed in a maximum of four years from the date of the admission to the programme.

4.2 Working Days

There shall be at least **two hundred working days** each year exclusive of the period of examination and admission.

(a) The institution shall work for a minimum of thirty-six hours in a week (five or six days)] during which physical presence in the institution of all student teachers is necessary.

(b) The minimum attendance of student-teachers shall have to be 80% for all course work and practicum, and 90% for school internship.

5. Intake, Eligibility, Admission Procedure and Fees

5.1 Intake

There shall be a basic unit of 50 students, with a maximum of two units. There shall not be more than twenty five students per teacher for a school subject for method courses/ pedagogic courses and other practical activities of the programme to facilitate participatory teaching and learning.

5.2 Eligibility

(a) Candidates with at least fifty percent mark either in the Bachelor's Degree and/or in the Master's Degree in Sciences/Social Sciences/Humanity/Agriculture/Commerce/Engineering or Technology with specialization in Science and Mathematics with 55% marks or any other qualification equivalent thereto, are eligible for admission to the programme.

(b) The reservation and relaxation for SC/ST/OBC/PWD and other categories shall be as per the rules of the Central Government/State Government, whichever is applicable.

(c) During the study of B.Ed. course no student can avail the opportunity of any kind of full-time or part-time paid job. If any such case is reported, his/her admission will be treated as cancelled.

5.3 Admission Procedure

Admission shall be made on merit on the basis of marks obtained in the qualifying examination and/or in the entrance examination or any other selection process as per the policy of the State Government and the University.

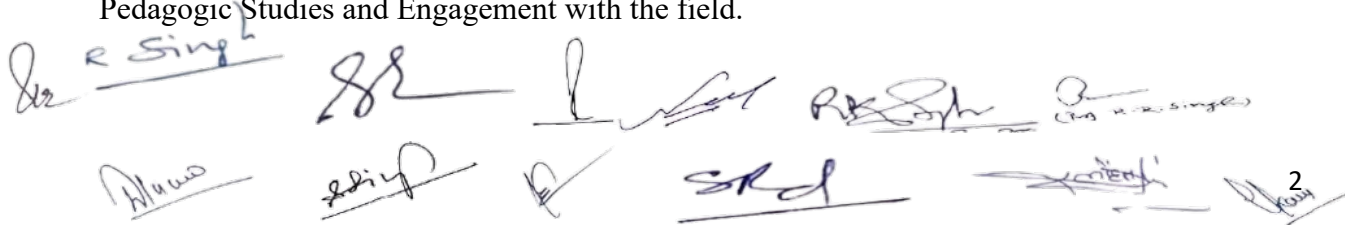
5.4 Fees

The institution shall charge only such fee as prescribed by the affiliating body/state government.

6. Curriculum, Programme Implementation and Assessment

6.1 Curriculum

The B.Ed. course is designed to integrate the study of subject knowledge, human development, and pedagogic knowledge and communication skills. The programme comprises of three broad curricular areas: Foundations of Education, Curriculum and Pedagogic Studies and Engagement with the field.



The courses under each of these curricular areas are based on a close reading of original writings, seminar/term paper presentations and continuous engagement with the field. Transaction of the courses is to be done using a variety of approaches, such as, case studies, observations of children, and interactions with the community in multiple socio-cultural environments.

(i) Theory Courses: There are fourteen theory courses.

(ii). Engagement with the Field/Practicum

The B.Ed. programme shall provide for sustained engagement with the self and the child, Community and School, at different levels and through establishing close connections between different curricular areas. This curriculum area would serve as an important link between the above two board curricular areas through its three components viz.

- (a) Tasks and Assignments that run through all the courses,
- (b) School Internship
- (c) Courses on Enhancing Professional Capacities as practical activities.

(iii). Internship

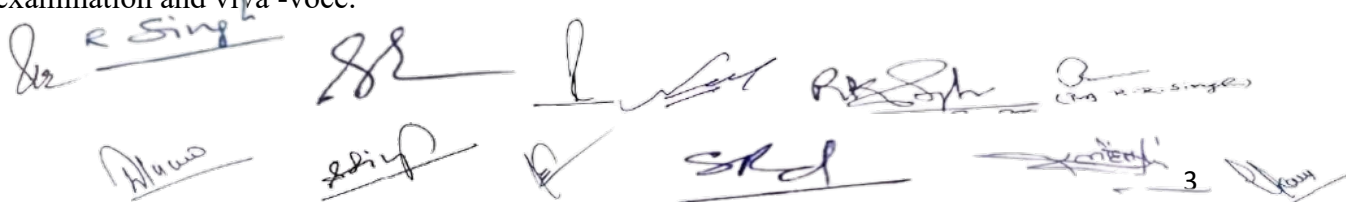
Internship is an integral component of teacher's preparation in B.Ed. programme. It helps the prospective teachers to acquire the professional skills required for teaching. The internship programme runs in three phases:

- 1. Pre- internship
- 2. School - internship
- 3. Post- internship

1. Pre internship: It is a college based programme which takes place during the second semester for 4 weeks. During this phase the prospective teachers are exposed to various teaching skills to ensure an understanding of teaching process. The student teachers are also engaged in the practice of teaching skills and its integration in simulated condition.

2. School internship: It is a school based programme which takes place in the third semester. During this phase the student teachers are actually placed in a specific school for duration of 10 weeks. They are exposed to the school culture by getting involved in various activities. During this phase prospective teachers are engaged in various curricular and co-curricular activities like teaching (20+20 lessons in each pedagogy subject), administration of achievement tests, remedial teaching, participation and organization of various activities, observation of records maintained in the schools etc. They experience, practice, clarify and reflect upon several aspects related to the teaching to internalize the role of a teacher.

3. Post internship: This is a final phase of internship programme which takes place in the fourth semester for the duration of 6 weeks. The student teachers are involved in other added experiences like community based activities, visits to special schools, review of textbooks etc. It provides the opportunity to exhibit and analyze their work, done during internship programme. Student teacher's teaching aspects are finally assessed through practical examination and viya -voce.



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The student teacher should select any one of the following levels for the internship programme in both the pedagogy subjects:

- a. 6th to 10th
- b. 11th to 12th (only for PG qualified students)

6.2 Programme Implementation

The institution shall meet the following specific demands of implementing this professional programme of study;

- i) Prepare a calendar for all activities, including school internship. The school internship and other school contact programmes shall be synchronized with the academic calendar of the school.
- ii) Make an arrangement of schools for the internship as well as other school-based activities of the programme. These schools shall form basic contact points for all the practicum/ assignment activities and related work during the course of the programme.
- iii) Interns shall maintain observation records, which provide opportunities for reflective thinking.
- iv) Initiate discourse on education by periodically organising seminars, debates, lectures and discussion groups for students and faculty.
- v) Organize academic enrichment programmes including interactions with faculty from parent disciplines and encourage faculty members to participate in academic pursuits and pursue research, especially in schools.
- vi) School teachers shall be invited to teacher education institutions for feedback to student-teachers and for extension/guest lectures and organising colloquium.
- vii) There shall be mechanisms and provisions for addressing complaints of students and faculty, and for grievance redressal.
- viii) For school internship, the school teachers and the participating schools set up a mutually agreed mechanism for mentoring, supervising, tracking and assessing the student teachers.
- ix) **Board of Studies shall reconsider and communicate the number and format of assignments for theory papers in every academic session.**

6.3 Assessment

Each course shall be of 100 marks. For evaluation, the overall structure of the distribution of marks in a course shall be such that 25 marks are allotted to various assessments during the semester, while 75 marks shall be allotted for the end semester examinations:

A. The scheme of assessment during the semester (for 25 marks):

- i. The assessment (sessional) in theory courses shall be of **20 marks** for assignment and project and **05* marks** for regularity and Attendance.
- ii. All Heads/Coordinators shall ensure that all internal assessment marks of sessional are sent to Controller of Examination prior to the commencement of End Semester examination.
- iii. Sessional marks of a course shall be carried over for failed students in the course.

*** The marks for attendance shall be awarded as given below:**

Percentage of attendance gained by the student (In each theory paper)	96-100	92-95	88-91	84-87	80-83	Below 80
Marks to be awarded	5	4	3	2	1	0

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B. End Semester Examination and evaluation (for 75 marks):

The question papers shall be set and the answer-scripts shall be evaluated by the teachers of the concerned courses. If there is more than one teacher teaching the course, the question paper shall ordinarily be set and evaluated by a teacher of the group, appointed by the Board of Examiners.

C. Medium of Examination

Candidates will have the option of writing the examination either in Hindi or in English medium

D. Practical Examination in the form of Viva-Voce/Practice Teaching/School based activity Examination:

First semester, Second semester, Third Semester and Forth semester are having Practical examination.

First semester: One Internal Examiner within college and One External Examiner from Maa Pateswari University, Balrampur.

Second Semester: One Internal Examiner within college and One External Examiner from Maa Pateswari University, Balrampur.

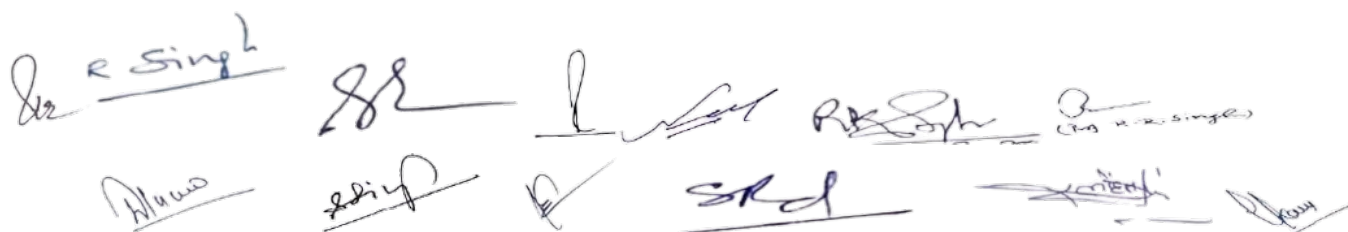
Third Semester: In teaching practice examination each candidate will be required to teach two lessons and will be evaluated by a panel of two external examiners (One External Examiner from Maa Pateswari University, Balrampur and One External Examiner from other university) and one internal examiner(within college).

Fourth semester: One Internal Examiner within college and One External Examiner from Maa Pateswari University, Balrampur.

Note:

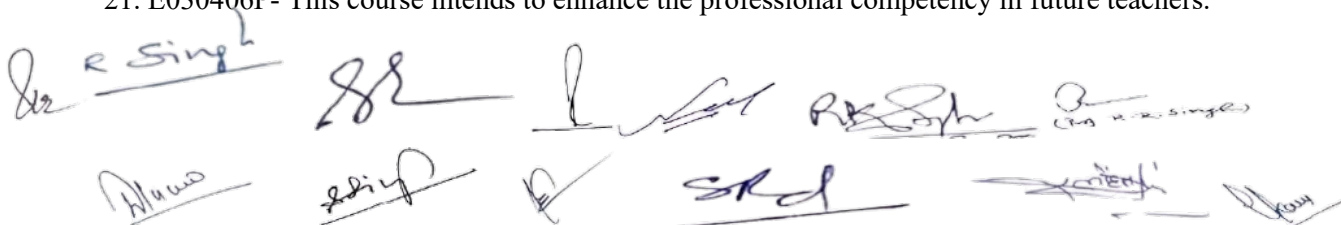
- Examiners shall appointed by the university from the list provided by Board of Studies.
- A permanent teacher (Regular & SFS) with minimum 3 years of teaching experience at B.Ed. level can be an Internal examiner and 5 years of teaching experience at B.Ed. level can be an External for practical examination.
- Internal Examiner shall appoint on seniority basis with cyclic rotation in each semester by college principal/Head (university).
- It will be mandatory for the institution to place before the examiners' panel required record of student's sessional work in each practical examination.
- The examiners' panel will have the power to moderate the internally awarded marks.

The examiners shall submit the marks directly to the controller of examination of the University.

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7. PROGRAM OUTCOME

1. E030101T- This course will give the basic idea concept and role of education and Indian knowledge.
2. E030102T- This course will equip students with a comprehensive understanding of how individuals learn and develop across the lifespan.
3. E030103T- This course will improve learning outcomes by integrating technology into education, making it more accessible, engaging, and efficient for both students and teachers.
4. E030104T- This course will increase knowledge about the environment, improved attitudes towards nature, and a greater willingness to engage in environmentally friendly behaviors.
5. E030105T- This course will improve academic outcomes, enhanced social and emotional development, and a more inclusive and accepting school culture.
6. E030106P- This course intends to enhance the psychological and professional competency in future teachers.
7. E030201T- This course will develop individuals into effective leaders who can improve school performance and student outcomes.
8. E030202T to E030214T- These course enables the students understand the learner and teacher centered approaches of classroom teaching.
9. E030215T- This course will foster a deeper understanding of gender as a social construct and its intersection with other social categories, promoting gender equality and inclusivity in educational practices and beyond.
10. E030216T- This course will seek to create a society where human rights are universally understood, respected, and actively defended.
11. E030217R- This course will enhance the teaching skills of trainee teachers.
12. E030218P- This course intends to enhance the professional competency in future teachers.
13. E030301T- This course intends to outcomes-based assessment focuses on evaluating whether students have achieved specific learning goals, and action research allows educators to systematically investigate and improve their own teaching practices.
14. E030302T- This course will enable the students in understanding Understand the characteristic features, strengths and weaknesses of ancient, medieval, British and contemporary system of education in India and contribution of various major committees and commissions on education.
15. E030303R- This course will enhance teaching skills in actual school conditions.
16. E030401T- This course will give insight about various challenges and problems that affect the education system in India, which is a concurrent subject, meaning both the central and state governments have the power to legislate on educational matters.
17. E030402T- This course will give knowledge about goal setting, content selection, instructional strategy development, implementation, and evaluation.
18. E030403T- This course will foster a positive learning environment, enhance self-awareness and emotional regulation, and promote meaningful engagement in learning and life.
19. E030404T- This course intends to develop the capacity of understanding of various need concept and procedures of organizing various Guidance services.
20. E030405R- This course will enhance teaching skills in actual school conditions.
21. E030406P- This course intends to enhance the professional competency in future teachers.

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8. Program Structure (Total Credit- 80)

SEMESTER I					
A. THEORY (CORE PAPERS)			MARKS		
PAPER	PAPER CODE	TITLE OF PAPER	INTERNAL MARKS	EXTERNAL MARKS	CREDITS
PAPER I	E030101T	PERSPECTIVES OF EDUCATION AND INDIAN KNOWLEDGE SYSTEM	25	75	4
PAPER II	E030102T	PSYCHOLOGY OF LEARNING AND DEVELOPMENT	25	75	4
PAPER III	E030103T	EDUCATIONAL TECHNOLOGY AND ICT	25	75	4
B. ELECTIVE PAPERS (STUDENT HAVE TO CHOOSE ANY ONE PAPER)					
PAPER IV	E030104T	A) ENVIRONMENTAL EDUCATION	25	75	4
	E030105T	B) INCLUSIVE EDUCATION			
C. PRACTICAL AND PROFESSIONAL DEVELOPMENT					
MAINTANANCE OF RECORDS, REPORT WRITING & VIVA-VOCE					
	E030106P	TWO PRACTICAL OF EDUCATIONAL PSYCHOLOGY (01 Intelligence & 01 Personality) (20 MARKS)	50		4
		ORGANISING 10 ACTIVITIES OF YOGA (10 MARKS)			
		SUPW (Socially Useful Productive Work) (20 MARKS)			
		VIVA-VOCE		50	
TOTAL (THEORY 400 MARKS + PRACTICAL 100 MARKS)			500		20



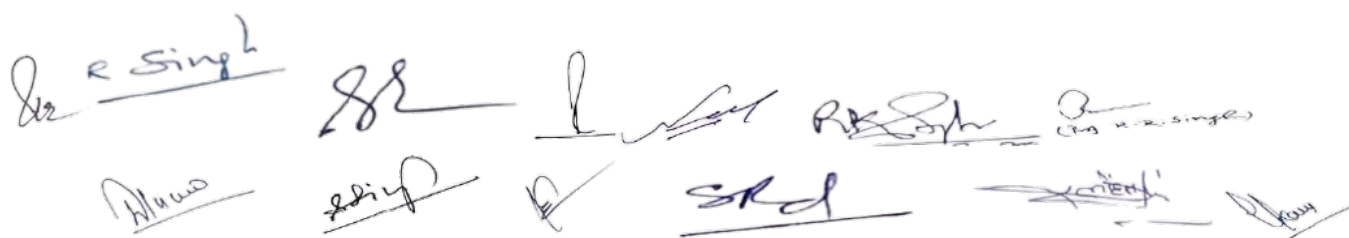
SEMESTER II

A. THEORY (CORE PAPERS)			MARKS		
PAPER	PAPER CODE	TITLE OF PAPER	INTERNAL MARKS	EXTERNAL MARKS	CREDITS
PAPER I	E030201T	SCHOOL MANAGEMENT AND LEADERSHIP	25	75	4
PAPER II		PEDAGOGY OF SCHOOL SUBJECT-I	25	75	4
PAPER III		PEDAGOGY OF SCHOOL SUBJECT-II	25	75	4
	NOTE:- *Students have to select any two pedagogy papers one from the following groups A, B, C and D				
		GROUP A			
	E030202T	PEDAGOGY OF PHYSICAL SCIENCE			
	E030203T	PEDAGOGY OF COMPUTER SCIENCE			
	E030204T	PEDAGOGY OF SOCIAL SCIENCE			
		GROUP B			
	E030205T	PEDAGOGY OF BIOLOGICAL SCIENCE			
	E030206T	PEDAGOGY OF MATHEMATICS			
	E030207T	PEDAGOGY OF HINDI LANGUAGE			
		GROUP C			
	E030208T	PEDAGOGY OF SANSKRIT LANGUAGE			
	E030209T	PEDAGOGY OF HOME SCIENCE			
	E030210T	PEDAGOGY OF URDU LANGUAGE			
		GROUP D			
	E030211T	PEDAGOGY OF COMMERCE			
	E030212T	PEDAGOGY OF ENGLISH LANGUAGE			
	E030213T	PEDAGOGY OF FINE ARTS			
	E030214T	PEDAGOGY OF AGRICULTURE			
B. ELECTIVE PAPERS (STUDENT HAVE TO CHOOSE ANY ONE PAPER)					
PAPER IV	E030215T	GENDER, SCHOOL AND SOCIETY	25	75	4
	E030216T	HUMAN RIGHTS EDUCATION			
C. PRE-INTERNSHIP (4 WEEK/36 HOUR PER WEEK)					
MAINTANANCE OF RECORDS & VIVA-VOCE					
	E030217R	- TEACHING SKILLS (MINIMUN 6 SKILLS IN EACH PEDAGOGY SUBJECT FOR PRACTICE) (12 MARKS) - SIMULATED LESSONS WITH INTEGRATION OF SKILLS INCLUDING INSTRUCTIONAL MATERIALS (ONE IN EACH PEDAGOGY SUBJECT) (5 MARKS) - LESSON DESIGN (FOUR LESSONS IN EACH PEDAGOGY SUBJECT) (8 MARKS)	25		3
		VIVA-VOCE		50	
D. PROFESSIONAL DEVELOPMENT					
MAINTANANCE OF RECORDS, REPORT WRITING					
	E030218P	- PERSONALITY DEVELOPMENT FOR A DYNAMIC TEACHER (10 MARKS) - CARE FOR ENVIRONMENT (5 MARKS) - MUSIC/DRAMA/CRAFT AND OTHER RELATED ACTIVITIES. (10 MARKS)	25		1
TOTAL			500		20
(THEORY 400 MARKS + PRACTICAL 100 MARKS)					

SEMESTER III					
A. THEORY (CORE PAPERS)			MARKS		
PAPER	PAPER CODE	TITLE OF PAPER	INTERNAL MARKS	EXTERNAL MARKS	CREDITS
PAPER I	E030301T	ASSESSMENT OF LEARNING AND ACTION RESEARCH	25	75	4
PAPER II	E030302T	DEVELOPMENT OF EDUCATION SYSTEM IN INDIA	25	75	4
B. SCHOOL INTERNSHIP (10 WEEKS/36 HOURS PER WEEK)					
	E030303R	<u>MAINTANANCE OF RECORDS, REPORT WRITING & VIVA-VOCE</u> - REGULAR CLASSROOM TEACHING - DELIVERY OF 40 LESSONS (20 IN EACH PEDAGOGY SUBJECT) – SUPERVISION OF EACH PEDAGOGY SUBJECT (40 MARKS) - CRITICISM LESSON – ONE IN EACH PEDAGOGY SUBJECT (10 MARKS) - OBSERVATION OF 40 LESSONS IN EACH PEDAGOGY SUBJECT (10 MARKS) - ATTENDANCE REGISTER (5 MARKS) - TEACHERS DAIRY (10 MARKS) - CONTINUOUS AND COMPREHENSIVE EVALUATION (CONSTRUCTION AND ADMINISTRATION OF ACHIEVEMENT TEST) (10 MARKS) - CELEBRATION OF SPECIAL DAYS AND WRITING REPORT WITH THEIR MESSAGES (5 MARKS) - ACTION RESEARCH (10 MARKS)	100		12
		OBSERVATION OF TEACHING		200	
TOTAL			500		20
(THEORY 200 MARKS + PRACTICAL 300 MARKS)					



SEMESTER IV					
A. THEORY (CORE PAPERS)			MARKS		
PAPER	PAPER CODE	TITLE OF PAPER	INTERNAL MARKS	EXTERNAL MARKS	CREDITS
PAPER I	E030401T	CONCURRENT ISSUES OF EDUCATION IN INDIA	25	75	4
PAPER II	E030402T	PROCESS OF CURRICULUM DEVELOPMENT	25	75	4
B. ELECTIVE PAPERS (STUDENT HAVE TO CHOOSE ANY ONE PAPER)					
PAPER III	E030403T	EDUCATION FOR HAPPINESS	25	75	4
	E030404T	EDUCATIONAL GUIDANCE AND COUNSELING			
C. POST-INTERNSHIP (6 WEEK/36 HOURS PER WEEK)					
	E030405R	PRESENTATION BY THE STUDENT TEACHERS ON THE REFLECTION OF THE COURSE (10 MARKS)	50		6
		WORKING WITH COMMUNITY BASED ANY PROJECT OF SOCIAL WELFARE (10 MARKS)			
		SUBMIT A REPORT BY VISITING RESIDENTIAL SCHOOL / MENTALLY CHALLENGED SCHOOL/ SPECIAL SCHOOLS (10 MARKS)			
		REVIEW OF TEXTBOOK IN BOTH PEDAGOGY SUBJECTS (20 MARKS)			
		COMPREHENSIVE VIVA-VOCE (BASED ON COMPLETE B.ED. COURSE)		100	
D. PROFESSIONAL DEVELOPMENT /FIELD WORK					
	E030406P	ROVER-RANGERS CAMP (10 MARKS)	25		2
		EDUCATIONAL TOUR (15 MARKS)			
		VIVA-VOCE		25	
TOTAL (THEORY 300 MARKS + PRACTICAL 200 MARKS)			500		20
GRAND TOTAL (THEORY 1300 MARKS + PRACTICAL 700 MARKS)			2000		80



9. Rules Pertaining to Examinations:

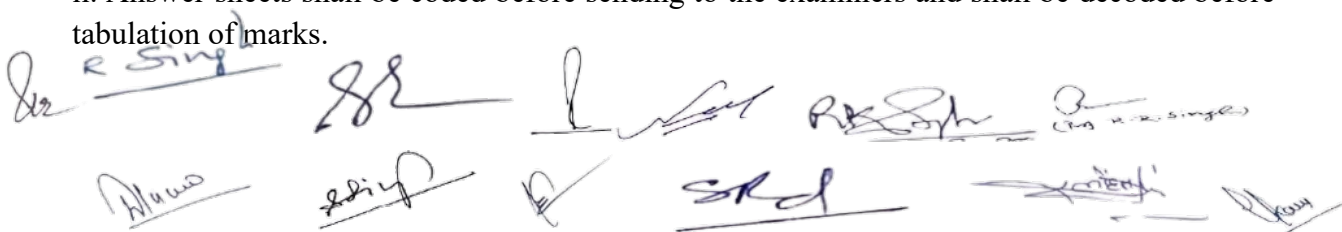
- It shall be mandatory for each student to attend a minimum of 80% theory classes and practicum, and 90% for school internship. In case the attendance falls short of the minimum percentage the candidate will not be allowed to appear in the B.Ed. theory examination. As per the provisions of the University ordinances the Head/Dean in the case of University Department of Education and Principal in the case of Degree College will have the power to condone up to 5% of the attendance and the Vice-Chancellor on the recommendation of the Principal/Head/Dean of Education may condone up to 10% of the attendance. Thus, a maximum of 15% attendance may be condoned. Relaxation in attendance may be allowed for candidates participating in sports or other activities sponsored by the University/College or on medical grounds only.
- It shall be mandatory for each student to participate in all practical activities, Educational Tour and Rover Rangers activities. In case a student fails to complete, for whatsoever reason, these activities during the academic session, he/she shall be de-barred from taking the B.Ed. practice teaching examination as well as sitting in the final theory examination.
- In case student fulfills the above requirements and is eligible to sit in the B.Ed. theory and practice of teaching examinations and passes in practical but fails in theory examination then he/she shall be permitted to appear as an ex-student.
- The B. Ed. course should be completed in a maximum of four years from the date of admission to the programme as per NCTE norms. It shall be mandatory to pass in the all practical examination in order to be able to appear as an ex-student in the B.Ed. theory examinations.
- The students who do not have adequate attendance will not be considered for the award of any scholarship or any kind of financial aid by the college or any other government or quasi government agency.
- Attendance shall be reckoned from the date of admission to the last instruction day as per the almanac.

9A-Conduct of Examinations

After completion of each semester, the student will appear at the examination conducted by the Maa Pateswari University, Balrampur, Uttar Pradesh as per CBCS system in semester mode.

9B- Conduct of Examination and Moderation of Results:

- The entire semesters end examination shall be conducted by the University.
- Answer sheets shall be coded before sending to the examiners and shall be decoded before tabulation of marks.

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- iii. Minimum percentage of pass mark in each theory paper shall be 40 percent of the total marks of that paper and for practicum the pass mark for each paper is 50 percentage marks.
- iv. A candidate not securing the qualifying marks shall be declared as fail. Final result of B.Ed. two-year C.B.C.S program shall be published on the basis of candidate's performance in all the paper spread over all the four semesters.
- v. The result will be published only after the candidate has cleared all the papers securing minimum qualifying marks as approved in the regulations.

9C- Promotion:

- i. A student who done all practical/sessional work and fails in not more than two papers in first semester examination, such candidate may be promoted to next semester to continue his/her studies. But such a student will have to clear the backlog papers in immediate succeeding examination of that semester.
- ii. A candidate having completed the courses but have failed to appear at the examination may again be allowed to appear in the next examination on payment of prescribed examination fees without further attending the lecture.

9D- Result Improvement:

A student can re-appear in maximum of two theory papers in the immediate succeeding examination of that semester to improve the candidate result. The better of two scores shall be considered for preparation of the final result.

9E- Credit System:

The Credit System and Grading System will be as adopted by Maa Pateswari University, Balrampur, Uttar Pradesh.

9F- Declaration of Result:

Evaluation will be done on the relative Grading System as and when finalized by the university. All other condition and declaration of result shall be determined by the Maa Pateswari University, Balrampur, Uttar Pradesh, as per their regulation and statute.

10. Teaching Faculty as Mentors

It is envisaged to continue the practice of "the concept of mentorship" in the colleges/department in university. Each lecturer in the department of B.Ed. will act as a mentor. They will be entrusted the responsibility of Mentorship, who will be responsible for monitoring the overall progress of the student teacher i.e., attendance, preparation of projects, teaching practice-cum-Internship and his overall participation in the programme. Each mentor will be allotted minimum of 7-8 student teachers from each batch and he / she will take care of his / her progress and participation in the B.Ed. Programme. Each mentor, besides providing overall guidance, is also responsible for resolving of any problems faced by the students. Mentor will authenticate the reports prepared by student – teachers and conduct of various projects of the B.Ed. Programme.

The Principal/Head of the college is expected to prepare the list of mentors and the students allotted to each mentor and displayed in notice board.

11. Guidelines for school Principal/Head Masters (During Internship)

The Principal/Head Masters of Practicing/Cooperating Schools are expected to:

- a. Maintain the attendance of student teachers in the school.
- b. Sign on the Teacher Dairy carried out by the student teachers during their stay in the school.
- c. Instruct all the student teachers to stay in the school from morning first bell to evening last bell, during the school internship
- d. Instruct the student teachers to participate in School Assembly and also to present different value added activities in the assembly sessions.
- e. Assign any activity to the student teachers related to clean and green programme, eco-club, conducting science fairs, exhibitions, festivals, debates, elocution, quiz, cultural and literary programmes, decoration activities, remedial classes, parent-teacher meetings, field trips, excursions, etc.

12. Definition:

1. A **'Regular Student'** is one who has pursued a regular course of study and obtained prescribed attendance mentioned in the ordinances and is eligible to appear in the examination.
2. **'Ex-student'** means one who has studied in the Faculty for at least one semester preceding the date of the examination and has filled up the examination form but failed or has failed to appear in the examination, though otherwise eligible.



Course Structure

SEMESTER-I

SEMESTER-I

(Core Paper)

PERSPECTIVES OF EDUCATION AND INDIAN KNOWLEDGE SYSTEM

Paper Code:E030101T

Total Marks: 100

Credits: 4

Course Objectives:

- To enable the pupil teacher to -
- Understand the process and purpose of Education and
- Analyze the process and purpose of Education.
- Critically evaluate the philosophical context of Education.
- Reflect upon different philosophical Schools of Thought.
- Understand Contemporary Indian society and education
- Understand diversity, inequality and marginalization in society and their implications for Education
- Understand the vision of Indian thinkers on practical aspects of Philosophy.

Course Outcomes (COs):

- The pupil teacher will be able to
- explain the concept of philosophical perspectives in education
- explain relevance of philosophical perspectives in education
- explain philosophical perspectives in education
- explain Indian and western branches of philosophy
- explain the concept of sociological perspectives in education
- discuss concepts of social structure and social systems

UNIT I: PHILOSOPHICAL BASES OF EDUCATION

- Education - Meaning, Concept, Nature and aims of education
- Agencies of Education - Formal, Informal, Non-Formal- Role of Home, School, Society, Mass Media and social media.
- Philosophy of education-concept, scope and need,
- Relationship between philosophy and education
- Major philosophies of Education with reference to Aims, Curriculum, Methods, Teacher Taught Relations and Discipline (*Idealism, Naturalism, Pragmatism, Realism*)

UNIT II: INDIAN & WESTERN PHILOSOPHY: AN OVERVIEW

- Indian Philosophy and its contribution: Vedanta, Jainism, Buddhism, Shrimad Bhagwat Geeta in the context of Education.
- Indian Educational thinker: Mahatma Gandhi, Ravindra Nath Tagore, Shavitribai Phule and Swami Vivekananda.
- Western Educational thinker: Plato, Rousseau, Paulo Freire and John Dewey

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UNIT III: SOCIETY AND EDUCATION

- Difference between Educational Sociology and Sociology of Education, The new social order, concept of social diversity in terms of religion, culture
- Constitutional values related to aims of education in the context of constitutional promises of freedom, justice, equality and fraternity.
- Education and Democracy.

UNIT IV: INDIAN KNOWLEDGE SYSTEM

- Indian knowledge tradition: concept and form.
- Need for Indian knowledge tradition in the present context.
- Historical nature of Indian knowledge tradition.
- Major dimensions of Indian knowledge tradition.
- Education system, teaching methods of ancient India
- Educational institutions of ancient India.
- Role of ancient education system in personality development.

PRACTICUM / INTERNAL WORK:

Assignment: 10 Marks

Project: 10 Marks

Attendance: 05 Marks

Suggested Readings:

1. Aggarwal, J. C. (2014). Philosophical and Sociological Perspectives on Education. Delhi: Shipra publication.
2. Aggarwal, J.C. (1981). Philosophical and sociological Bases of Education, New Delhi: Vikas Publishing House Pvt. Ltd.
3. Arulsamy, S. (2011). Philosophical and Sociological Perspectives on Education. Hyderabad: Neelkamal Publication Pvt. Ltd.
4. Broudy, H. S. (1965). Values in the Education Enterprise: Building a Philosophy of Educational. New Delhi: Prentice Hall of India Pvt. Ltd.
5. Brubacher, J. S. (Ed). (1953). Modern Philosophies of Education 54th year books NSSE. Chicago: University of Chicago press.
6. Butler, T. D. (1908). Four philosophies and their practice in education and religion. New York: Harper Brothers Publishers.
7. Chaube S.P. & Chaube A. (2010). Philosophical and sociological foundations of education.
8. Agra: Vinod Pustak Mandir.
9. Hansen, John Dewey and Our Educational Prospect: critical Engagement with Democracy
10. and Education. Albany, NY: State University of New York Press.
11. Pandey, R. S. (1982). An Introduction to Major Philosophies of Education. Agra: Vinod Pustak Mandir.
12. Pandey, R.S. (2007). Philosophizing Education, New Delhi; Kanishka Publishing House.
13. Peters, R. S. (Ed.). (1975). Concept of Education. London: Oxford University Press.
14. Peters, R. S. (Ed.). (1975). The Philosophy of Education. London: Oxford University Press.
15. Rusk, R. R. (1956). The Philosophical Bases of Education, London; University of London Press.
16. Singha, J. (1961). Introduction to Philosophy, Kolkatta; Shinha Pub. House.

17. Wynne J.P. (1977). *Philosophies of Education*. London: Prentice- Hall. Inc.
18. Mahadavan B., Bhaat Rajat Vinayak, R.N.Pavana Nagendra, *Introduction to Knowledge System*, PHI Publication Delhi.
19. Kapoor, K., & Danino, M. (Eds.). (2021). *Introduction to Indian Knowledge System: Concepts and Applications*. New Delhi: AICTE & Bharatiya Vidya Bhavan.
20. Chattopadhyaya, D. (1980). *Science and Society in Ancient India*. New Delhi: People's Publishing House.
21. Radhakrishnan, S. (1999). *Indian Philosophy* (Vols. I & II). Oxford: Oxford University Press.
22. Mukherjee, S. C. (2012). *The Integral Knowledge System of Ancient India*. Delhi: D. K. Printworld.
23. Sen, A. (2005). *The Argumentative Indian: Writings on Indian History, Culture and Identity*. London: Penguin Books.
24. Tirthaji, B. K. (1965). *Vedic Mathematics*. Delhi: Motilal Banarsidass.
25. Lad, V. (1984). *Ayurveda: The Science of Self-Healing*. New Mexico: Lotus Press.
26. Danino, M. (2020). *Indian Knowledge Systems: A Brief Introduction*. Chennai: IKS Division, AICTE.
27. Ganeri, J. (2001). *Indian Logic: A Reader*. London: Curzon Press.
28. Ghosh, M. (Trans.). (1951). *The Natyashastra: A Treatise on Hindu Dramaturgy and Histrionics*. Calcutta: Asiatic Society.

BOOKS RECOMMENDED (HINDI):

29. अग्रवाल, एस० के० शिक्षा के दार्शनिक एवम समाजशास्त्रीय आधार आगरा भार्गव बुक हाउस।
30. चौबे, सरयूप्रसाद एवं चौबे अखिलेश, भारत हेतु शिक्षा दर्शन, दिल्ली मयूर पेपर बुक्स ।
31. दुबे, आर के०, महान भारतीय शिक्षा शास्त्री गोरखपुर, प्रेमनारायण बैजल ।
32. पाठक, पी० डी० आर त्यागी डी० एस० डी०, भारत के शिक्षा दर्शन और शैक्षिक समस्यायें आगरा विनोद पुस्तक मन्दिर ।
33. पाण्डेय, रामशकल, शिक्षा की दार्शनिक एवं समाजशास्त्रीय पृष्ठभूमि: आगरा, विनोद पुस्तक मन्दिर।
34. पाल, एस० के० गुप्त, लक्ष्मी नारायण, मदन मोहन, शिक्षा के दार्शनिक एवं समाजशास्त्रीय आधार, इलाहाबाद, कैलाश प्रकाशन
35. माथुर, एस० एस०, शिक्षा के दार्शनिक तथा सामाजिक आधार, आगरा, विनोद पुस्तक मन्दिर।
36. लाल, रमन बिहारी: शिक्षा के दार्शनिक एवं समाजशास्त्रीय आधार, रस्तोगी पब्लिके नि .मेरठ
37. सक्सेना, एन० आर० एस०, शिक्षा के दार्शनिक एवं समाजशास्त्रीय आधार आगरा भार्गव बुक हाउस।
38. वर्मा, रा. (2016). *भारतीय ज्ञान परंपरा*. दिल्ली: भारतीय विद्या संस्थान।
39. दासगुप्त, सु. (2018). *भारतीय दर्शन का इतिहास*. वाराणसी: चौखम्भा विद्याभवन।
40. तिलक, बा.गं. (2020). *भारतीय संस्कृति और ज्ञान परंपरा*. पुणे: केसरी प्रकाशन।
41. यशपाल, प्र. (2019). *भारतीय शिक्षा प्रणाली: परंपरा और विकास*. नई दिल्ली: एनसीईआरटी।
42. वेदालंकार, रा. (2017). *वैदिक ज्ञान विज्ञान*. हरिद्वार: गीता प्रेस।
43. गोपाल, कृ. (2021). *भारतीय गणित परंपरा*. नई दिल्ली: भारत ज्ञान विज्ञान समिति।
44. बालकृष्ण, आ. (2015). *आयुर्वेद: एक प्राचीन चिकित्सा प्रणाली*. हरिद्वार: पतंजलि योगपीठ।
45. भरतमुनि. (2010). *नाट्यशास्त्र* (हिंदी अनुवाद: पं. रामनारायण मिश्र)। वाराणसी: चौखम्भा प्रकाशन।
46. वेदप्रकाश, डॉ. (2013). *भारतीय ज्योतिष और खगोल विज्ञान*. दिल्ली: प्रभात प्रकाशन।
47. शास्त्री, स. (2018). *भारतीय तर्कशास्त्र (न्याय दर्शन)*. नई दिल्ली: मोतीलाल बनारसीदास।
48. कल्याणी, लोहंस कुमार; यादव, नीरज; राजपूत, वर्तिका (2025), *भारतीय ज्ञान परम्परा एवं समकालीन शिक्षा*, सूर्या पब्लिकेशन, गोंडा

Dr. R Singh
 [Signatures]

SEMESTER-I (CORE PAPER)

PSYCHOLOGY OF LEARNING AND DEVELOPMENT

Paper Code: E030102T

Total Marks: 100

Credits: 4

Course objectives: The pupil-teacher will be able to:

- Understand the concept of Educational Psychology.
- Understand the concept of Growth & Development.
- Develop an understanding towards the concept of learning and its various theories.
- Understand the concept of transfer of learning and motivation.
- Develop an understanding towards the concept of Intelligence, its theories and measurement.
- Familiarize with the concept of personality and its theories.
- Develop understanding towards balanced mental health, hygiene & defense mechanism.
- Implement psychological principles in classroom as a prospective teacher.

Course outcomes (COs)

- To study the implications of various principles, procedure and theories of psychology in the teaching-learning process.
- To study the growth and development of child and adolescence in relation to different stages of growth and development.
- To acquire knowledge and understanding about the learner and the teaching-learning process to bring effectiveness in the learning outcomes.
- To know characteristics of adolescents and their problems.
- To be acquainted with Group Dynamics and Role of the Teachers.
- To study the concept of learning, theories of learning and their implications.
- To identify and understand the needs and differences among learners and provide adequate guidance and counseling.
- To develop an understanding of the concept of emotional intelligence.
- To study the need based model of achievement motivation given by Maslow.
- To incorporate the principles of educational psychology in the betterment of education system and effective teaching-learning.

Unit I: Educational Psychology and Human Development

- Educational Psychology: Concept, Methods, Scope. Concept of Human Growth & Development Principles, individual differences in classroom situation.
- Infancy, Childhood and Adolescence: concept, characteristics and development with special reference to theories of Piaget, Kohlberg and Vygotsky.

Unit II: Learning & Motivation

- Learning: concept, nature and factors influencing learning. Behavioral approaches to learning: Thorndike's trial and error theory, Pavlov's classical conditioning and Skinner's operant conditioning.
- Cognitive approaches to learning: Gestalt insight theory and Gagne's hierarchy of learning.
- Motivation: need & importance. Transfer of learning: concept, types, and role of teacher in ensuring positive transfer of learning.

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Unit III: Intelligence and Creativity

- Intelligence: Concept, meaning and its nature, Theories: Spearman's two factor theory, Thurston's group factor theory, Guilford's model of intellect, Howard Gardner's theory of multiple intelligence, measurement of Intelligence.
- Creativity: concept, nature and techniques & methods for fostering creativity- brainstorming, problem solving, group discussion, play way, quiz etc.

Unit IV: Personality and Mental Health

- Personality: Meaning, nature and determinants of personality. Theories of personality: trait theories, type theories and trait cum type theory.
- Mental health & hygiene: meaning, characteristics.
- Adjustment and Defense mechanism: concept and types.

PRACTICUM / INTERNAL WORK:

Assignment: 10 Marks

Project: 10 Marks

Attendance: 05 Marks

Suggested Readings:

1. Agarwal, Kanika (1991). Mother Craft and Child Development, Rajeev Publication. Meerut.
2. Allport, G.W. (1961). Patterns and Growth in Personality, New York: Rinehart and Winston.
3. Anderson, R.C. & Faust, G. (1973). Educational Psychology, New York: Harper and Row.
4. Bernard, H.W. (1952). Mental Hygiene for class room Teaching, New York: Mc Graw Hill, 1952.
5. Bhatia, H.R. (1977). Text Book of Educational Psychology, Delhi: Mc Millan Co., 1977.
6. Bigge, M.L. and Hunt, M.P. (1962). Psychological Foundations of Education, New York: Harper and Row.
7. Chauhan, S.S (2010). Advanced Educational Psychology. Vikas Publishing House, New Delhi.
8. Crow and Crow (1957). Mental Hygiene, New York: Mc Graw Hill book co., 1957.
9. Crow, L.D. and Crow, A. (1956). Human Development and Learning, New York, America.
10. Hurlock, E.B. (1997). Child Development (VI Ed.). Tata Mcgrow Hill Publishing Company Limited, Noida.
11. Hilgard, E.R. & Bower, G.H. (1974). Theories of Learning, New York: Appleton.
12. Hurlock, E.B. (1973). Adolescent Development, New Delhi: Mc Graw Hill.
13. Hurlock, E.B. (1956). Child Development, New York: Mc Graw Hill.
14. Kumar R. (2009). Child Development (Vol: I, II). APH Publishing Corporation, New Delhi.
15. Kuppaswamy, B.: Advanced Educational Psychology, New Delhi: Delhi University Published.
16. Lazarus, R.S. (1963). Personality and Adjustment, New Jersey: Prentice Hall Inc.
17. Lindgren, H.C.: An Introduction to Sociology, Wiley Eastern Ltd.
18. Mangal, S.K.: Advanced Educational Psychology, New Delhi: Prentice Hall of India Pvt. Ltd.
19. Mishra, Bhawna (1999). Education and child Development. Mohit Publications, New Delhi.
20. Mishra, R.C. (2005). Early Childhood Education Today, Prentice Hall Publisher.
21. Morgan and King: Educational Psychology, New Delhi: Prentice Hall of India.
22. Pillai, N.P., Pillai, K.S. & Nair, K.S.: Psychological Foundations of Education.
23. Shafer & Shoben: Psychology of Adjustment, C. Carmichael Constable & Co. Ltd.
24. Skinner, C.E. (1964). Educational Psychology, New Delhi: Prentice Hall of India.
25. Pandey, Ram Shakal (2007). Education Psychology, Surya Publication, Meerut.
26. Sharma, Kamlesh, Manav Bikas, Syar Publication, Agra.
27. Woolfolk, A. Misra, G. Jha, A. (2012). Fundamental Educational Psychology, Delhi: Pearsons.



SEMESTER-I (CORE PAPER)

EDUCATIONAL TECHNOLOGY AND ICT

Paper Code: E030103T

Total Marks: 100

Credits: 4

Course Objectives: To enable the Pupil teacher to-

- Become effective user of technology in education.
- Understanding the nature and scope of educational technology and also about the various forms of technology.
- Understanding of the system approach to education and communication, theories and modes of communication.
- Develop basic skills in the production of different types of instructional material.
- Develop awareness in students about the recent innovations and future perspectives of educational technology.
- Acquaint the learner with the challenges and opportunities emerging in integrating new technology in educational process.
- Make the student familiar with new trends, techniques in education along with E-learning.

Course Outcomes (COs): The pupil teacher will be able to-

- Explain the concept of Educational Technology.
- Implement appropriate teaching and learning strategies as per content.
- Understand types of educational technology and their application in classroom teaching.
- Use various information and communication technology to make classroom instruction interactive and effective.
- Design appropriate instructional strategies for effective classroom transaction.
- Develop instructional media and materials for use in teaching and learning.

UNIT I: UNDERSTANDING OF EDUCATIONAL TECHNOLOGY

- Educational Technology: Meaning, Nature, Scope and Significance. Types of Educational Technology: Hardware, Software and System Approach
- Various Forms of Educational Technology: Teaching Technology, Instructional Technology, Behavioral Technology.
- Educational Technology vs Teaching Technology.

UNIT II: TEACHING TECHNOLOGY

- Teaching: Meaning, Definition, Characteristics, Difference in Teaching Instruction Difference in Teaching Instruction, Conditioning, Training and Indoctrination.
- Principles of Teaching
- Theories of Teaching
- Maxims of Teaching
- Stages of Teaching Levels of Teaching - Memory, Understanding and Reflective
- Bloom's Taxonomy of Instructional Objectives
- Communication in Teaching - Process, Classroom Approach, Basic Teaching Model, Auto-instructional Approach and Teaching Skills

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UNIT III: NEW TRENDS OF TEACHING

- Problem solving method, Project method, Supervised method, Brain storming, Participatory method, Seminar.
- Models of Teaching: Concept, need, Characteristics and their Families. • Psychological model of teaching: Glaser's BTM
- Programmed Instruction: Meaning, Characteristics, and Types (Linear, Branching & Mathetics)

UNIT IV: CRITICAL UNDERSTANDING OF ICT

- Information and Communication Technology: Meaning, Advantages, Processes and Barriers.
- Multimedia: meaning & concept, text, graphics, animation, audio, video. Various types of educational teaching software.
- Using Computers and Internet for Teaching and learning.
- ICT to Improve the Quality of Education.
- E-learning and Blended Learning.
- Smart Class, Language laboratory.
- Virtual Classroom: Concept, Advantages and Limitations.

PRACTICUM / INTERNAL WORK:

Assignment: 10 Marks

Project: 10 Marks

Attendance: 05 Marks

Suggested Readings:

1. Aggarwal, J.C. (2001). Principles, Methods and Techniques of Teaching. Delhi: Vikas.
2. Aggarwal, J.C. (2008). Elementary Educational Technology. Delhi: Shipra Publication.
3. Allison Little John (2003): Refusing Online Resources. A Sustainable Approach to eLearning, Kogan Page Limited.
4. Bengalee, Coomi (1986). Introduction to Educational Technology: Innovations in Education. Mumbai: Saith.
5. Bhatia, K.K. (2001). Foundation of Teaching Learning Process. Ludhiyana: Tandon Publishers.
6. Bhatt, B. D., Sharma, S. R. (1992). Educational Technology: Concept and Technique. New Delhi: Kanishka Publ. House.
7. Dahiya, S.S. (2008). Educational Technology: Towards Better Teaches Preference. Delhi: Shipra Publication.
8. Das, R. C. (1993). Education Technology: A Basic Text. New Delhi: Sterling.
9. Jain, P. (2004). Educational technology. New Delhi: Dominant.
10. Joyce, B. (1978). Information Processing Models of Teaching. New Jersey: Prentice Hall.
11. Joyce, B. (2009). Models of Teaching. New Delhi: Phi Learning.
12. Kumari, S. (2006). Increasing Role of Technology in Education. Delhi: Isha.
13. Mangal, S.K. (2002). Essentials of Teaching Learning and Information Technology. Ludhiyana: Tandon Publishers.
14. Mukhopadhyay, M. (1990). Educational Technology: Challenging Issues. New York: Sterling.
15. Oak, S. (1994). Shaikshanik Tantravidnyan. Pune: Shri Vidya.
16. Pachauri, S. C. (2011). Educational Technology. Aph Publishing Corporation: New Delhi.
17. Picciano, A. G. (2010). Educational Leadership and Planning for Technology. Prentice Hall: Boston.
18. Rastogi, S. (1998). Educational Technology for Distance Education. Jaipur: Rawat Publication.
19. Robert, H. (1990). Instructional Media and The New Technologies of Instruction. London: John Wiley and Sons.

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20. Saxena, N. R. Swaroop, Oberoi, S.C.(2004). Essentials of educational technology and management. Meerut: R.Lall Book Depot.
21. Schrum, L. (2011). Considerations on Educational Technology Integration: The Best of JRTE. International Society for Technology in Education: Eugene.
22. Sethi, D. (2010). Essentials of Educational Technology and Management. Jagdamba Publishing Company: Delhi 27.
23. Sharma, A.R. (2001). Educational Technology. Agra:
24. Vinod. Singh, C.P.(2011). Advanced Educational Technology. Lotus Press: New Delhi.
25. Sleeman, P.J., Cobun, Ted C, Rockwell, D. M.(1979). Instructional Media and Technology: A Guide to Accountable Learning Systems. New York: Longman.
26. Verma, M. (2006), Online Teaching—Tools and Methods. New Delhi; Murari Lal & Sons.
27. Verma, M. (2006), Teaching in Digital Education. New Delhi: Murari Lal & Sons.
28. Walia, J. S. (2003). Educational technology. Jalandhar: Paul.
29. Yadav, D. S. and Shastri, K.N. (2009). Educational technology: Delhi.

Useful Websites :

- <http://www.learningapple.com/id3/resources.htm>
- http://members.rediff.com/missan/Comp_Web_Inst_Designers.htm
- <http://www.coe.uh.edu/courses/cuin6373/whatisid.html>
- <http://www.coe.uh.edu/courses/cuin6373/index.html>
- http://edutechwiki.unige.ch/en/Instructional_design

SEMESTER-I
(ELECTIVE PAPER)
ENVIRONMENTAL EDUCATION

Paper Code: E030104T

Total Marks: 100

Credits: 4

Course Objectives: The Pupil teacher will be able to:

- Understand the concept of environment and its various aspects.
- Become aware and sensitive towards environment and its allied problems.
- Realize the need of environment protection and sustainable development. ∞ Acquire knowledge about the different methods of teaching in environmental education.
- Acquire knowledge of the tools and techniques for the evaluation of environmental education.

Course outcomes (COs): The pupil teacher will be able to-

- master core concepts and methods from ecological application in environmental problem solving.
- master core concepts and methods from economic, political, and social analysis as they pertain to the design and evaluation of environmental policies and institutions.
- appreciate the ethical, cross-cultural, and historical context of environmental issues and the links between human and natural systems.
- understand the transnational character of environmental problems and ways of addressing them, including interactions across local to global scales.
- apply systems concepts and methodologies to analyze and understand interactions between social and environmental processes.

UNIT I ENVIROMENTAL EDUCATION: BASIC CONCEPTS

- Meaning, Concept, Nature, Importance and Scope of Environment.
- Meaning, Concept, Nature, Scope, Objectives and Importance of Environment Education.
- Meaning, Concept and Importance of Ecosystem, Man and Environment Relationship.

UNIT II UNDERSTANDING DEVELOPMENT IN THE CONTEXT OF ENVIRONMENT

- Methods of teaching Environmental Education- Seminar, Workshop, Problem Solving, Field trips and Surveys, Projects, Exhibition.
- Rain Water Harvesting, Eco Tourism, Environmental Ethics.
- Global Environmental Problems: Global Warming, Climatic Change, Ozone Layer Depletion.

UNIT III VARIOUS APPROACHES IN ENVIRONMENTAL EDUCATION

- Interdisciplinary and Multidisciplinary Approach of Including Environmental Education in the School Curriculum.
- Environmental Awareness and Management-Conservation, Protection and Sustainable Development.

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- Use of Media and Technology in Environmental Education, Environmental Projects: Ganga Action Plan, Save Tiger Project.

UNIT IV CO-CURRICULAR ACTIVITIES AND EVALUATION

- Co-curricular activities in Environmental Education including Plantation, Awareness Campaigns, Monuments and Community work.
- Concept and Techniques of Evaluation with Reference of Environmental Awareness, Attitudes and values.
- Factors responsible for flora and fauna extinction, Measures to conserve flora and Fauna, Causes of forest fire and its measures of prevention

PRACTICUM / INTERNAL WORK:

Assignment: 10 Marks

Project: 10 Marks

Attendance: 05 Marks

Suggested Readings:

1. Agarwal, J.C. (2007). Education for Values, Environment & Human Rights, Shipra Publications, Delhi.
2. Kumar, A. (2007). A Text Book of Environmental Science, A.P.H. Publication House, New Delhi.
3. Laxmi, G.V.S. (2004). Methods of teaching Environmental Science, Discovery Publishing House, New Delhi.
4. Samuel, K. (2007). Environment Education: Curriculum & teaching Methods, Sarup & Sons, New Delhi.
5. Satapathy, M. K. (2007). Education, Environment & Sustainable Development. Shipra Publications, Delhi.
6. Yadav, P.R. (2004). Environmental Biodiversity, Discovery Publishing house, New Delhi
7. Dani, H.M. (1996). Environmental Education. Chandigarh : Panjab University Publication Bureau. 13 81
8. Kaur, A. (2003). Scientific Approach to Environmental Education: Ludhiana, Tandon Publications.
9. Khoshoo, T.N. (1999). Environmental Concerns and Strategies. New Delhi: Ashish Publication House.
10. Kohli, V.K. & Kohli, V. (1995). Environmental Pollution and Management. Ambala: Vivek Publishers.
11. Trivedi, P.R. (2000). Encyclopedia of Environmental Pollution Planning and Conservation. I-VI, New Delhi: A.P.H. Co.
12. Website: www.unep.org

SEMESTER-I
(ELECTIVE PAPER)
INCLUSIVE EDUCATION

Total Marks: 100

Credits: 4

Course Objectives: This course aims to enable student-teachers to:

1. Understand the concept, need, and philosophy of Inclusive Education in the context of a democratic society.
2. Identify various types of learners with special needs and understand their characteristics.
3. Gain knowledge about barriers to learning and strategies to reduce them in an inclusive classroom.
4. Understand the legal and policy framework for inclusive education at national and international levels.
5. Develop inclusive teaching strategies, use of TLMs and role of teachers, peers, and community in inclusive settings.

Course Outcomes: After completion of the course, student-teachers will be able to:

- Explain the meaning and significance of inclusive education and distinguish it from integrated and special education.
- Identify different types of diverse learners and understand their learning needs.
- Apply appropriate teaching-learning strategies, use of aids, and assessment techniques for inclusive classrooms.
- Demonstrate awareness of various policies, constitutional provisions, and acts related to inclusive education.
- Appreciate the role of family, school, and society in promoting equity and inclusion.

Unit 1: Conceptual Understanding of Inclusive Education

- Meaning, Definition and Need of Inclusive Education
- Difference between Special, Integrated, and Inclusive Education
- Assumptions of Inclusive Education
- Concept of Diversity: Linguistic, Cultural, Social, Economic, and Ability-based

Unit 2: Learners with Diverse Needs

- Identification and Characteristics of:
 - Visually Impaired
 - Hearing Impaired
 - Mental Retardation
 - Physically Challenged
 - Learning Disabilities – e.g., Dyslexia
 - Autistic Children
 - Behavioral Disorders
 - Gifted & Talented
- Barriers of Children with Special Needs
- Myths and Facts about Children with Special Needs
- Role of Teachers, Parents, and Peer Group in addressing individual differences

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Unit 3: Policy and Legal Framework

- Constitutional Provisions (Articles 41, 45, 46)
- National Policy on Education (NPE-1986), POA-1992
- Persons with Disabilities Act (PWD Act) 1995
- Right to Education Act (RTE Act) 2009 – Inclusion of CWSN
- Role of Rehabilitation Council of India (RCI)
- RPWD Act 2016 & NEP 2020

Unit 4: Inclusive Strategies and Support Systems

- Inclusive Classroom Practices: Seating arrangement, use of TLMs, Peer Tutoring, Cooperative Learning
- Adaptation in Curriculum and Assessment
- Use of ICT and Assistive Devices in Inclusive Settings
- Role of Resource Teachers, Itinerant Teachers, and Special Educators
- Organization of Resource Rooms and Support Services
- Counseling and Remedial Teaching

Practicum/Internal Works (25 Marks)

Assignment: 10 Marks

Project: 10 Marks

Attendance: 05 Marks

Suggested Readings:

1. Jha, M.M. (2002). *Inclusive Education for All: School Without Walls*, Madhuban Books
2. Ghai, A. (2002). *Disability in Indian Context*, in Corker and Shakespeare (Eds.)
3. NCERT (2005). *National Curriculum Framework*
4. Sharma, P.L. (2003). *Planning Inclusive Education in Schools*
5. NCERT. *Education of Children with Special Needs (Position Paper)*
6. CTET/UPTET Guidebooks – Inclusive Education sections

SEMESTER-I

PRACTICAL/PROFESSIONAL DEVELOPMENT

Paper Code: E030106P

Total Marks: 100

Credits: 4

(Pupil teachers must actively participate in all practical and professional development activities and maintain detailed records of their involvement)

1. PRACTICAL OF EDUCATIONAL PSYCHOLOGY (20 MARKS)

Course Objectives: The Pupil teacher will be able to-

- To use the test and experiment in school condition
- To know the procedure of administration and interpretation of the results of different types of Test and Experiment.

Course Content:

Tests 1. Intelligence Test- Raven's Progressive matrices/any other verbal or non-verbal intelligence test.

2. Personality Test- Jr.-Sr. High School Personality Questionnaire.

2. ORGANISING ACTIVITIES OF YOGA (10 MARKS)

Course Objectives: The Pupil teacher will be able to-

- 1) To enable the student to have good health.
- 2) To practice mental hygiene.
- 3) To possess emotional stability.
- 4) To integrate moral values.
- 5) To attain higher level of consciousness.

Course Content:

Organizing minimum ten activities of Yoga/ physical exercise/ warm up exercises/ cool down exercises.

3. SUPW (SOCIALLY USEFUL PRODUCTIVE WORK) (10 MARKS)

Course Objectives:

- Develop practical skills and knowledge in areas such as carpentry, gardening, cooking, and more. Enhance creativity and critical thinking through artistic, craft.
- Encourage students to actively engage with their communities through various initiatives. Foster a sense of responsibility towards society and instill values like compassion and empathy.

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- Bridge the gap between academic learning and practical application, enhancing understanding and retention of concepts
- Prepare students for their future careers by exposing them to different professions and vocations.
- Enhance personal development, self-confidence, and self-esteem through achievements in various SUPW activities. Support holistic growth by focusing on physical, emotional, and mental well-being.

Course Content:

Developing the importance of social work/service college arrange the camp. College has been arranged any one programmes/activities:

<i>Book Binding</i>	<i>Diary and Interior</i>
<i>Decoration</i>	<i>Embroidery works</i>
<i>The programme of cleanliness campaign</i>	<i>Blood donate campaign.</i>
<i>AIDS awareness campaign</i>	<i>Distribution of grains</i>
<i>Distribution of cloths</i>	<i>Programme of tree plantation.</i>
<i>Programme to visit orphanage</i>	<i>Programme to visit civil hospital</i>
<i>Food Processing</i>	<i>Any other activity related to SUPW</i>

4. VIVA-VOCE (50 MARKS)

Based On Practical of Educational Psychology, Organizing Activities of Yoga and SUPW

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Course Structure

SEMESTER-II

SEMESTER-II

(CORE PAPER)

SCHOOL MANAGEMENT AND LEADERSHIP

Paper Code: E030201T

Total Marks: 100

Credits: 4

Course Objectives:

- To enable the students to understand meaning, nature, scope, functions and principles of Educational Administration.
- To develop an understanding of the role of various agencies in educational Administration in India.
- To develop an understanding among the students about various components of school management.
- To acquaint the students with different designs of school building.
- To develop an understanding of leadership qualities and accountability to be maintained by the different school personnel like headmaster, teacher etc.
- To orient students with the concept of supervision and finance in the field of education.
- To acquaint the students with specific issues of school management.

Course outcomes (COs): The pupil teacher will be able to-

- Lead management functions in educational organization effectively.
- Create positive and constructive school climate with good coordination and control.
- Manage physical and human resources properly.
- Supervise administrative activities effectively.
- demonstrate the knowledge and skills to apply organizational theory, management skills, leadership strategies, and data to transform organizations.
- explore and actualize their personal values and develop a sense of confidence and belief in themselves.
- Demonstrate instructional leadership by aligning curriculum, instruction and assessment, supporting professional learning, conducting observations.

UNIT-I: CONCEPT OF EDUCATIONAL ADMINISTRATION AND LEADERSHIP

- Meaning, definitions, scope and functions of educational administration
- Authoritarian and democratic educational administration
- Meaning, functions and types of educational leadership.
- Ethics and Etiquette in Educational leadership.

UNIT-II: EDUCATIONAL ADMINISTRATION IN INDIA

- Educational Administration in India: Characteristics and Guiding principles
- Role of following agencies in the educational administration in India:
 - Central Government, ▪ State Government, ▪ Local Bodies and Private Agencies

UNIT-III: SCHOOL AS AN ORGANISATION

- School building: design and components
- School Personnel: Leadership role and professional skills of headmaster, teacher, office staff
- The School – its functions and relationship with the society

UNIT-IV: ELEMENTS OF SCHOOL MANAGEMENT

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- Timetable: principles and techniques of time table preparation
- School discipline: concept and approaches
- School finance; sources of income and items of expenditure
- Educational Supervision: concept, need, functions and scope

PRACTICUM / INTERNAL WORK:

Assignment: 10 Marks

Project: 10 Marks

Attendance: 05 Marks

Suggested Readings:

1. Agarwal, J.C. (1994). Educational Administration, Management and Supervision, New Delhi, Arya Book Depo.
2. Bush, Tony (2003). Theories of Educational Leadership and Management (3rd ed.) SAGE Publications Pvt. Ltd.
3. Armstrong, M. (1990). Management Processes and Functions, London Short, Run Press.
4. Cnand T., Prakash R. Advanced Educational Administration, New Delhi Kanishka Publishers.
5. Craig, M.W. (1985). Dynamics of Leadership, Bombay, Jaico Publishing House.
6. Davito, A.J. (1978). Communicology: An Introduction 16th Study of communication, New York Harper & Row Publishers.
7. Koochhar, S.K. (1978). Secondary School Administration, Sterling Publishers Pvt. Ltd.
8. Mukherjee, S.N. (V). School Administration and Function in India, J.C. Shah Acharya Book Dept.
9. Padmanabhan, C.B.: Educational Financing and Structural Adjustment, Policies in India, New Delhi, Common wealth Publishers.
10. Rangnathan, S.R. The Organisation of Libraries, third edition, Oxford University Press.
11. Singh, Amarjit: Classroom Management, New Delhi: A Reflective Perspective, Kanishka Publishers.
12. Singhal, R.P. & Bhagia N.M. (1986). School Inspection System, A modern Approach Vikas Publishing House Pvt. Ltd.

SEMESTER-II
(CORE PAPER)
PEDAGOGY OF PHYSICAL SCIENCE

Paper Code: E030202T

Total Marks: 100

Credits: 4

Course Objectives: To enable the Pupil teacher to-

- Develop insight on the meaning and nature of physical science.
- Determine aims and objectives in the content area of physical science.
- Know and practice various approaches and methods of teaching physical science.
- Develop lesson plan in the content area of physical science.
- Familiarize with the curriculum organization in physical science.

Course outcomes (COs): The pupil teacher will be able to-

- Appreciate physical science as dynamic and expanding body of knowledge.
- Identify and formulate aims and objectives of physical science teaching.
- Write the instructional objectives in the behavioral terms
- Use various methods and approaches of teaching physical science
- Analyze the content pedagogically.

UNIT –I: MEANING, AIMS AND OBJECTIVES OF TEACHING PHYSICALSCIENCE

- Meaning and nature of physical science and its correlation with other subjects.
- Aims and objectives of teaching physical science at secondary level.
- Bloom's taxonomy and revised bloom's taxonomy of educational objectives.
- Writing instructional objectives in behavioral terms.

UNIT- II INSTRUCTIONAL APPROACHES

- Methods - Lecture, Demonstration, Lecture-cum Demonstration, Heuristic, project, Laboratory, Problem Solving.
- Techniques – Team-Teaching, Computer Assistance Teaching.
- Excursion, Science – museums, Science – club, Science – fair, Science projects.
- Innovative instructional method- brainstorming, micro-teaching, team teaching.
- Practical application of computers for a teacher.

UNIT-III PLANNING OF INSTRUCTION

- Lesson planning: basic elements, characteristics, approaches (Herbartian, R.C.E.M, Blooms, N.C.E.R.T) and significance, Year and Unit planning.
- Teaching learning materials- importance and construction of improvised apparatus, OER-MOOCs
- Evaluation- types of evaluation (CCE, grading system, CBCS), construction of achievement test
- Remedial and diagnostic teaching.

UNIT-IV SCIENCE CURRICULUM AND RESOURCE OF LEARNING

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- Principles of curriculum organization, critical analysis of existing secondary level physical science curriculum
- Physical science laboratories: setting and importance, construction of improvised apparatus for physical science teaching.
- Critical understanding of a physical science text book
- Qualities of a good physical science teacher

PRACTICUM / INTERNAL WORK:

Assignment: 10 Marks

Project: 10 Marks

Attendance: 05 Marks

Suggested Readings:

1. Das, R.C. (1992). Science Teaching in School. New Delhi: Sterling Publishing.
2. Bhandula, N. (1989). Teaching of Science. Ludhiana: Parkash Brothers.
3. Gerg, K.K.; Singh, Raguvir and Kaur, Inderjeet (2007). A Text book of Science of ClassX, New Delhi: NCERT.
4. Kohli, V.K. (2006). How to Teach Science. Ambala: Vivek Pub.2006.
5. Mangal, S.K. (1997). Teaching of Science. New Delhi: Arya Book Depot
6. Sharma, R.C. (2010). Modern Science Teaching. New Delhi: Dhanpat Rai Pub. Co. 1021
7. Liversidge T., Cochrane M., Kerfoot B. and Thomas J. (2009). Teaching Science Developing as a Reflected Secondary Teacher. New Delhi: SAGE Publications India Private Limited.
8. Siddiqui, N.H. and Siddiqui, M.N. (1983). Teaching of Science Today and Tomorrow. Delhi: Doaba House.
9. Davar, M. (2012). Teaching of Science. New Delhi: PHI Learning Private Limited. New UNSECO Source Book for Science. France: UNSECO
10. Vaidya, Narendra (1996). Science Teaching for 21st century. New Delhi: Deep and Deep pub.
11. Washten, Nathan S. (1967). Teaching Science Creatively. London: W.B. Saunders.
12. Thurber, W. and Collete, A. (1964). Teaching Science in today's Secondary Schools. Boston: Allen and Becon.
13. Joshi S.R. (2007). Teaching of Science. New Delhi: APH Publishing Corporation.
14. NCERT. (2000). Position paper-National focus group on teaching of sciences. Retrieved from <https://ncert.nic.in/focus-group.php?ln=>

SEMESTER-II
(CORE PAPER)
PEDAGOGY OF COMPUTER SCIENCE

Paper Code: E030203T

Total Marks: 100

Credits: 4

Course Objectives: To enable the Pupil teacher to-

- develop a broad understanding of the principles and procedures used in computer science education.
- develop their skills necessary for preparing international accessories.
- know the methods of planning instruction for the classroom.
- learn successfully various methods of teaching computer science and use them judiciously.
- manage introduction activity in such a way that the vast majority of the learner attains most of the objectives.

Course outcomes (COs): The pupil teacher will be able to-

- understand basic structure and organization of computer system.
- get the basic idea of operating system and associated concepts.
- get familiar with fundamental concepts of computer networking and internet.
- get hands-on with frequently used word processing, presentation and data management software.
- develop proficiency in web based and interactive e-learning.

UNIT I: HISTORICAL PERSPECTIVE, AIMS AND OBJECTIVES OF COMPUTER SCIENCE

- historical development of computer (hardware and software)
- present status of computer science as a school subject.
- aims and objectives of teaching computer science. (Blooms & revised blooms taxonomy)
- significance of teaching computer science at secondary schools level.

UNIT II: DEVELOPMENT OF CURRICULUM IN COMPUTER SCIENCE

- Principles and rationale of curriculum development
- Organizing the syllabi both logically and psychologically according to the age groups of children.
- Organization of Computer Science Laboratory.
- Text books of Computer Science, qualities of a good text book of Computer Science.

UNIT III: INSTRUCTION AND METHODS OF TEACHING COMPUTER SCIENCE

- Methods of Teaching Computer Science: Lecture method, Demonstration-cum-Discussion Method, Personalized Instruction Method.
- CAI technique, Video Technology, Power Point Presentation, Software, Webinars, Google forms, etc.
- Teaching Learning Materials- I Importance and construction of improvised apparatus, OER, MOOCs

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UNIT IV: UNIT PLANNING, LESSON PLANNING AND TEACHING AIDS

- Micro teaching Skills-Introduction, Reinforcement, Probing Question, Stimulus variation, Explaining, Black Board-Writing etc.
- Meaning and Definition of unit plan and lesson plan; Importance and steps of planning a lesson.
- Lesson planning: Basic elements, characteristics, approaches (Herbartian, R.C.E.M, BLOOMS, N.C.E.R.T) and significance.
- Evaluation- types of Evaluation (CCE, Grading system, CBCS), Construction of Achievement test, Remedial and diagnostic teaching.

PRACTICUM / INTERNAL WORK:

Assignment: 10 Marks

Project: 10 Marks

Attendance: 05 Marks

Suggested Readings:

1. Agarwal J. C. (2006). Essential of Educational Technology: Teaching and learning. NewDelhi: Vikas Publishing House Pvt. Ltd.
2. Alexis, M. L. (2001). Computer for everyone. New Delhi: Vikas Publishing house Ltd.
3. Allison, L. J., and Chris, P. (2007). Preparing for blended e-learning. UK: Routledge.
4. Bennett, S., Marsh, D., & Killen, C., (2008). Handbook of online education continuum. New York: International publishing group.
5. Chauhan, S. S. (1985). Innovations in teaching learning process. New Delhi: Vikas Publishing house Ltd.
6. Goel, H. K. (2005). Teaching of Computer Science. New Delhi: R. Lall Book Depot.
7. Krishnamurthy, R. C. (2003). Educational technology: Expanding our vision. Delhi: Authors Press.
8. Harley, H. (2007). The internet: Complete reference. New Delhi: Tata McGraw HillPub.co., Ltd.
9. John, W. (2007). Learning and teaching using ICT. New Delhi: Learning Matters Ltd.
10. Joyce, Well, (2004). Models of teaching. U.K: Prentice hall of India.
11. Kochhar, S. K. (1992). Methods and techniques of teaching. New Delhi: Sterling Publishers Pvt Ltd.
12. Kumar, K. L. (1997). Educational technology. New Delhi: Angel International (P) Ltd.
13. Mohanty, L. (2006). ICT strategies for schools. New Delhi: Sage Publication.
14. Norton, P. (1998). Introduction to computers. New Delhi: Tata McGraw Hill Publishing Co Ltd.
15. Oosterhof, A. C. (1990). Classroom applications of educational measurement. Ohio: Merrill Publishing.
16. Sambath, K., Paneerselvam, A., & Santhanam, S. (2006). Introduction of educational technology. New Delhi: Sterling Publishers Private Limited.
17. Sharma, R. A. (2008). Technological foundation of education. Meerut: R. Lall Books Depot
18. Sharma, R. C. (1998). Modern science teaching. New Delhi: Dhanpat Raj and Sons.
19. Sharma, R. N. (2008). Principles and Techniques of Education. Delhi: Surjeet Publications.
20. NCERT. (2006). Position paper-National focus group on Educational Technology. retrieved from <https://ncert.nic.in/focus-group.php?ln=>

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SEMESTER-II
(CORE PAPER)
PEDAGOGY OF SOCIAL SCIENCE

Paper Code: E030204T

Total Marks: 100

Credits: 4

Course Objectives: To enable the Pupil Teacher to-

- Appreciate the importance of integrating the knowledge through multidisciplinary approach.
- Develop the keen insight of using different strategies, methods and skills for using and transacting knowledge.
- Develop the competence of instructional planning.
- Develop the skills of using teaching-learning resources and creating instructional material competently.
- Develop the competence of evaluating and assessing the learning of students
- Develop into a confident teacher having authority on subject-matter and its transaction.

Course outcomes (COs): The pupil teacher will be able to-

- Understand the need for teaching Social Sciences as an integrated discipline
- Develop the ability to justify the relevance of Social Sciences in terms of contemporary events.
- Develop understanding about the basic differences between Social Studies and Social Sciences.
- Prepare lesson plans on different topics based on Social Science text books
- Adopt different teaching strategies to teach Social Science to secondary school students
- Apply appropriate classroom management techniques in handling Social Science classes
- Conduct different continuous evaluation techniques to measure student's performance

UNIT I- SOCIAL SCIENCE AS AN INTEGRATING AREA OF STUDY: CONTEXT AND CONCERNS

- Rationale of including certain Subjects under Social Science
- Social Science Vs. Natural Science & Social Science Vs. Social Study
- Uniqueness and Interdependence of disciplines under Social Science
- Aims and objectives of pedagogy of Social Science at Secondary level (based on Bloom and revised Bloom's taxonomy)

UNIT II - INSTRUCTIONAL STRATEGIES & LESSON PLANNING

- Micro teaching & Lesson planning- : Basic elements, characteristics, approaches (Herbartian, R .C.E.M, BLOOMS, N.C.E.R.T) and significance. Year and Unit planning
- Methods: Lecture cum Demonstration, Project, Socialized Recitation, Source, Supervised Study, Group Discussion (Discourse & Debate), Inductive-Deductive, Story Telling, Time Line Teaching Learning Materials- importance and construction of improvised Apparatus, OER MOOCs

UNIT III – CONSTRUCTION OF CURRICULUM AT SECONDARY LEVEL

- Curriculum-Meaning, concept & principles of curriculum construction, Appraisal and criticism of existing Social Science curriculum
- Social Science club and laboratory; setting and importance
- Critical understanding of Social Science Text Book

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- Resources: Primary and Secondary (Natural flora and fauna, Aids: Atlas, Maps, Globe, Charts, Models, Graphs, Interactive Boards, Multi-Media, Educational Gaming Software)

UNIT IV - ASSESSMENT AND EVALUATION

- Purpose, Types, Characteristics, Techniques and Tools of Evaluation,
- Diagnostic Evaluation, Remedial Teaching, Continuous and Comprehensive Evaluation (CCE)

Testing Cognition and Testing Performance, Grading system, CBCS, Construction of Achievement test

- Critical Analysis of a Social Science Textbook with reference to Syllabus

PRACTICUM / INTERNAL WORK:

Assignment: 10 Marks

Project: 10 Marks

Attendance: 05 Marks

Suggested Readings:

1. Arora, P (2014). A Democratic Classroom for Social Science, Project Report, University of Delhi, Delhi.
2. Batra, P. (Ed 2010). Social Science Learning in Schools: Perspective and Challenges. Sage Publications India Pvt. Ltd. New Delhi.
3. Bossing, N.L.(1952): Teaching in secondary schools, New Delhi, Amrind Pub.
4. Brown, J.W., lewic, R.B. and Harceroad F.F. (1977); A V Instruction technology, Media and methods (5th edition) McGraw hill book company.
5. Bining, A.C. &Bining, D.H.(1952), Teaching of social studies in secondary schools, Tata McGraw Hill Publishing Co. Ltd. Bombay
6. Crotty, M., (1998), The foundations of social research: Meaning and perspective in the research process, London: Sage Publication.
7. Dale, E. (1969): Audio-Visual Methods in teaching, New York, Holt, Rinehart and Winston.
8. Edgar, B.W. & Stanely (1958), Teaching social studies in high school, Heath and company, Boston D.C.
9. G. S. Verma : Samajik Vigyan Shikshan , Meerut, Loyal Book Depot
10. Gurusharan Das Tyagi : Samajik Adhyayan ka Shikshan, Agra, Agrawal Publications
11. J.C. Agarwal (2006) Teaching of social studies (4 th edition), Noida, Vikas Publication House.
12. Misra, Salil and Ranjan, Ashish (2012)Teaching of Social Sciences: History, Context and Challenges in Vandana Saxena (ed.),Nurturing the Expert Within, Pearson, New Delhi
13. Zevin, J., (2000), Social studies for the twenty first century, Lawrence Erlbaum Associates Publishers, London
14. NCERT. (2006). Position paper-National focus group on teaching of social sciences. retrieved from <https://ncert.nic.in/focus-group.php?ln=>

SEMESTER-II (CORE PAPER) PEDAGOGY OF BIOLOGICAL SCIENCE

Paper Code: E030205T

Total Marks: 100

Credits: 4

Course Objectives: To enable the Pupil teacher to

- Develop broad understanding of principles and knowledge used in Biological science.
- Develop their essential skills for practicing Biological science.
- Know various approaches and methods of teaching Biological science.
- Prepare lesson planning of Biological Science properly.
- Manage instructional activity in such a way that vast majority of the learner attained most of the objectives.

Course outcomes (COs): The pupil teacher will be able to-

- Develop an understanding of the objectives of teaching biology and the development of biology education.
- Build and use various tools related to biology teaching
- Plan and prepare course plans for teaching biology
- Critically analyze the status of biology in contemporary school education
- Use different approaches methods and techniques of teaching biology in teaching learning process
- Create various supporting learning materials for effective teaching of biology

UNIT -I: MEANING, AIMS AND OBJECTIVES OF TEACHING BIOLOGICALSCIENCE

- Meaning and Nature of biological science and it's correlation with other subjects.
- Aims and Objectives of teaching Biological science at secondary level.
- Bloom's Taxonomy and Revised Bloom's Taxonomy of Educational Objectives.
- Writing Instructional objectives in behavioral terms.

UNIT-II INSTRUCTIONAL APPROACHES

- Methods of science teaching- Lecture cum demonstration method, Project method, Heuristic method, Laboratory method.
- Innovative instructional method- Brainstorming, Micro-Teaching, Team Teaching.
- Practical application of computers for a teacher.

UNIT-III PLANNING OF INSTRUCTION

- Lesson planning- : Basic elements, characteristics, approaches (Herbartian, R.C.E.M, BLOOMS, N.C.E.R.T) and significance. Year and Unit planning
- Teaching Learning Materials- importance and construction of improvised Apparatus, OER-MOOCs
- Evaluation- types of Evaluation (CCE, Grading system, CBCS), Construction of Achievement test
- Remedial and diagnostic teaching.

UNIT-IV BIOLOGICAL SCIENCE CURRICULUM AND LEARNING RESOURCES

- Principles of curriculum organization, critical analysis of existing secondary level biological science curriculum
- Biological Science laboratories: setting and importance, construction of improvised apparatus for biological science teaching.
- Critical understanding of a Biology Text Book

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SRD
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- Qualities of a good biological science teacher

PRACTICUM / INTERNAL WORK:

Assignment: 10 Marks

Project: 10 Marks

Attendance: 05 Marks

Suggested Readings:

1. Agarwal D.D.: Modern Methods of Teaching Biology, New Delhi: Swarup and Sons, 2002
2. Das R. C.: Science Teaching in Schools, New Delhi: Sterling Publishers Pvt. Ltd., 1905.
3. Edward, Chand Fisher R. L.: Teaching elementary school science, Gangasaran and sons.
4. Bhatt. Puran Chand: Science process skills in teaching and learning, New Delhi: Commonwealth publication.
5. Mangal, S. K.: Teaching of science, New Delhi: Arya Book Depot, 1992.
6. Rawat, M. S.: Biology teaching, Agra: Sahitya Prakashan, 1996.
7. Sharma, R. C.: Modern Science Teaching, Delhi : Dhanpat Rai and Sons, 1995.
8. Sood, J. K.: Science Teaching, Agra: Vinod Pustak Mandir, 2003.
9. Vaidya N.: Science teaching for the 21 st century, New Delhi: Deep and Deep Publications.
10. Siddiqui Najma, N. and Siddiqui, M: Teaching of Science Today and Tomorrow, Delhi: Doaba House.
11. Nanda, V.K.: Science Education Today, New Delhi: Anmol Publications Pvt. Ltd.
12. Yadav, Seema and Singh, A.K.: Teaching of Life Science, New Delhi: Dominant Publications.
13. Sharma, B.M. and Sharma A.S.: Encyclopedia of Education in 21st Century Science – Education, Volume – 8, New Delhi: Commonwealth Publication.
14. Yadav, K.: Teaching of Life Science, New Delhi: Anmol Publications.
15. Vaidya, N.: The Impact Science Teaching, New Delhi: Oxford & IBH Publishing.
16. Shukla, C.S.: Biology Teaching, Meerut: International Publishing House, 2005.
17. NCERT. (2000). Position paper-National focus group on teaching of sciences. Retrieved from <https://ncert.nic.in/focus-group.php?ln=>

PEDAGOGY OF MATHEMATICS

Credits: 4

- Develop broad understanding of aims and objectives used in Mathematics teaching.
- Develop their essential skills of Mathematics teaching.
- Know various approaches and methods of teaching Mathematics
- Prepare lesson plan and Unit Plan of Mathematics properly.
- Manage instructional activity in such a way that vast majority of the learner attained most of the objectives.

- Understand aims and objectives Principles and Knowledge used in Mathematics teaching.
- Develop their essential skills related instructional method.
- Prepare lesson planning of Mathematics properly.
- Critically analyze Mathematics curriculum
- Conceptualize evaluation and its types.

- Meaning and nature of Mathematics and it's correlation with other school subjects.
- Aims and Objectives of pedagogy of mathematics at secondary level (Bloom's Taxonomy and Revised Bloom's Taxonomy).
- Bloom's Taxonomy and Revised Bloom's Taxonomy of Educational Objectives.
- Writing Instructional objectives in behavioral terms.

- Methods of Mathematics teaching- Inductive-deductive, analysis-synthesis method, Lecture cum demonstration method, Project method, Heuristic method, Laboratory method.
- Innovative instructional method- Brainstorming, Team Teaching, Micro Teaching.

- Lesson planning- : Basic elements, characteristics, approaches (Herbartian, R.C.E.M, BLOOMS, N.C.E.R.T) and significance, Year and Unit planning
- Teaching Learning Materials- importance and construction of improvised Apparatus, OER-MOOCs
- Evaluation- (CCE, Grading system, CBCS), Construction of Achievement test
- Remedial and diagnostic teaching.

- Curriculum- Meaning, concept & principles of curriculum construction, critical analysis of existing mathematics curriculum of secondary level.
- Mathematics club and laboratory; setting and importance

- Critical understanding of mathematics Text Book
- Qualities of a good mathematics teacher

PRACTICUM / INTERNAL WORK:

Assignment: 10 Marks

Project: 10 Marks

Attendance: 05 Marks

Suggested Readings:

1. Aggarwal, J.C. (2001). Principles, Methods and Techniques of teaching. New Delhi: Vikas Publishing House Pvt. Ltd.
2. Arora, S.K.(2000). How to Teach Mathematics. New Delhi: Sterling Publishers Pvt. Ltd.
3. Bishop, G.D.(1965). Teaching Mathematics in the Secondary School. London: Collins Publication.
4. Bhasin, Sonia (2005). Teaching of Mathematics- A practical Approach. Mumbai : Himalaya Publishing House
5. Butler H. Charles and Wren F. Lynwood. (1996). the Teaching of Secondary Mathematics. New York: The Maple Press Company
6. Dececco, J.P. and Crawford, W. (1977). The psychology of learning and Instruction. New Delhi: Prentice Hall of India Pvt. Ltd.
7. Jain, S.L. Ganit Shikshan. Jaipur : Rajasthan Granth Academy, 1973
8. Kapur, J.N. (2002). Suggested experiments in school mathematics. New Delhi: Arya Book Depot.
9. Kulshreshtha, A.K. (2008). Teaching of Mathematics Meerut: R. Lall Books Depot.
10. Mangal, S.K. (1981). A Text Book on Teaching of Mathematics. Ludhiana: Prakash Brothers Educational Publishers.
11. NCERT, A Text Book of content-cum-methodology of teaching Mathematics, New Delhi :NCERT
12. Shah, G.B. (1964) New Dimensions in Teaching Mathematics. Baroda : Faculty of Education and Psychology
13. Sharma, N.R. Ganit Shikshan, Kyun aur Kaise. Agra: Ratan Prakashan Mandir
14. Siddhu, K.S. The Teaching of Mathematics. New Delhi : Sterling Publication, 1982
15. Yadav, N. (2021). Brain Based Learning Approaches in Mathematics. Ghaziabad: Swaranjali Publication Pvt. Ltd.
16. NCERT. (2006). Position paper-National focus group on Teaching of Mathematics. retrieved from <https://ncert.nic.in/focus-group.php?ln=>

SEMESTER-II
(CORE PAPER)
PEDAGOGY OF HINDI LANGUAGE

Paper Code: E030207T

Total Marks: 100

Credits: 4

पाठ्यक्रम के उद्देश्य (Course Objectives):

1. भाषा की प्रकृति, स्वरूप, प्रकार एवं विकास की समझ विकसित करना।
2. मातृभाषा (हिंदी) शिक्षण के सामान्य एवं विशिष्ट उद्देश्यों का ज्ञान प्रदान करना।
3. हिंदी शिक्षण की प्रमुख विधियों, सिद्धांतों एवं भाषाई कौशलों का अभ्यास करना।
4. शिक्षण सहायक सामग्री एवं नवाचारों का प्रयोग कर भाषा शिक्षण को प्रभावशाली बनाना।
5. पाठ योजना निर्माण, मूल्यांकन की तकनीकें तथा निदानात्मक व उपचारात्मक शिक्षण के प्रयोग की समझ विकसित करना।
6. हिंदी भाषा शिक्षण में क्रियात्मक अनुसंधान की भूमिका को स्पष्ट करना।

पाठ्यक्रम परिणाम (Course Outcomes):

पाठ्यक्रम को सफलतापूर्वक पूर्ण करने के पश्चात विद्यार्थी-अध्यापक में निम्न क्षमताएँ विकसित होंगी:

1. भाषा के स्वरूप, प्रकार, विकास एवं मातृभाषा के महत्व को स्पष्ट रूप से समझ सकेंगे।
2. हिंदी भाषा शिक्षण के उद्देश्यों को विभिन्न स्तरों पर लागू करने में सक्षम होंगे।
3. हिंदी भाषा शिक्षण के सिद्धांतों, विधियों एवं भाषाई कौशलों (श्रवण, वाचन, पठन, लेखन) का व्यवहारिक ज्ञान अर्जित करेंगे।
4. सूक्ष्म शिक्षण एवं सहायक सामग्री के माध्यम से भाषा कौशलों के विकास हेतु योजनाएँ बना सकेंगे।
5. गद्य, पद्य, रचना एवं व्याकरण की पाठ योजनाएँ बनाकर कक्षा शिक्षण में लागू कर सकेंगे।
6. उपलब्धि परीक्षण, मूल्यांकन तकनीकों एवं शिक्षण सहायक गतिविधियों को प्रभावी रूप से प्रयोग कर सकेंगे।
7. निदानात्मक एवं उपचारात्मक शिक्षण की सहायता से विद्यार्थियों की भाषाई कठिनाइयों का समाधान कर सकेंगे।
8. नवाचार एवं क्रियात्मक अनुसंधान द्वारा हिंदी भाषा शिक्षण को अधिक प्रभावशाली बना सकेंगे।

इकाई - 1: भाषा का स्वरूप एवं विकास

- भाषा की परिभाषा, अर्थ एवं प्रकृति
- भाषा की विशेषताएँ एवं प्रकार
- भाषा एवं अन्य विषयों के साथ अंतर्संबंध
- मातृभाषा का महत्व एवं विकास
- भाषा के विविध रूप
- विकास की विभिन्न अवस्थाओं में भाषाई विकास की विशेषताएँ

इकाई - 2: मातृभाषा शिक्षण के उद्देश्य एवं विधियाँ

- मातृभाषा शिक्षण के सामान्य एवं विशिष्ट उद्देश्य
- उद्देश्यों का वर्गीकरण : ज्ञानात्मक, भावात्मक, क्रियात्मक
- उद्देश्यों को व्यावहारिक रूप में लिखने की आवश्यकता एवं विधियाँ
- विभिन्न शैक्षिक स्तरों पर मातृभाषा शिक्षण की भूमिका
- हिन्दी शिक्षण की समस्याएँ एवं समाधान

इकाई - 3: हिन्दी शिक्षण के सिद्धांत, विधियाँ एवं कौशल विकास

हिन्दी शिक्षण के मुख्य सिद्धांत, सूत्र एवं विधियाँ

(Signatures of faculty members)

- भाषाई कौशलों का शिक्षण : श्रवण, वाचन, पठन, लेखन, सृजन
- सूक्ष्म शिक्षण द्वारा भाषायी कौशलों का विकास
- सहायक सामग्री : प्रकार एवं प्रयोग
- हिन्दी शिक्षण की विशेषताएँ, गुण एवं चुनौतियाँ

इकाई - 4: पाठ योजना, मूल्यांकन एवं नवाचार

- गद्य, पद्य, रचना एवं व्याकरण शिक्षण – उद्देश्य, महत्व एवं पाठ योजना का निर्माण
- मूल्यांकन की आवश्यकता, प्रकार एवं तकनीक
- उपलब्धि परीक्षण एवं इकाई निर्माण
- शिक्षण सहायक क्रियाकलाप : गतिविधि, कार्यशाला, प्रयोग
- भाषा कक्ष एवं प्रयोगशाला
- निदानात्मक एवं उपचारात्मक शिक्षण एवं नवाचार

PRACTICUM / INTERNAL WORK:

Assignment: 10 Marks

Project: 10 Marks

Attendance: 05 Marks

अनुशंसित पुस्तकें -

1. भाषा विज्ञान - भोलानाथ तिवारी
2. शुद्ध हिन्दी - डॉ. धनसो बक्सर
3. हिन्दी शिक्षण - डॉ. रामकली मानस
4. हिन्दी व्याकरण - डॉ. दयाकृष्ण मिश्र
5. हिन्दी भाषा शिक्षण विधि - भाई यशवंत सिंह
6. हिन्दी व्याकरण एवं रचना - डॉ. भोलाशंकर द्विवेदी, डॉ. भोलानाथ तिवारी
7. माध्यमिक विद्यालयों में हिन्दी शिक्षण - डॉ. फुजातु कुमार सिंह
8. हिन्दी शिक्षण विधि - डॉ. वसुनकान्त शंकर ओझा
9. सुगम हिन्दी व्याकरण एवं रचना - मनोहर एवं जोशी
10. मानक हिन्दी का ऐतिहासिक व्याकरण - डॉ. हरिकान्त जायसवाल

SEMESTER-II
(CORE PAPER)
PEDAGOGY OF SANSKRIT LANGUAGE

Paper Code: E030208T

Total Marks: 100

Credits: 4

पाठ्यक्रम के उद्देश्य (Course Objectives):

1. भाषा की प्रकृति, स्वरूप, प्रकार एवं विकास की समझ विकसित करना।
2. संस्कृत शिक्षण के सामान्य एवं विशिष्ट उद्देश्यों का ज्ञान प्रदान करना।
3. संस्कृत शिक्षण की प्रमुख विधियों, सिद्धांतों एवं भाषाई कौशलों का अभ्यास कराना।
4. शिक्षण सहायक सामग्री एवं नवाचारों का प्रयोग कर भाषा शिक्षण को प्रभावशाली बनाना।
5. पाठ योजना निर्माण, मूल्यांकन की तकनीकें तथा निदानात्मक व उपचारात्मक शिक्षण के प्रयोग की समझ विकसित करना।

पाठ्यक्रम परिणाम (Course Outcomes):

पाठ्यक्रम को सफलतापूर्वक पूर्ण करने के पश्चात विद्यार्थी-अध्यापक में निम्न क्षमताएँ विकसित होंगी:

1. भाषा के स्वरूप, प्रकार, विकास एवं संस्कृत के महत्व को स्पष्ट रूप से समझ सकेंगे।
2. संस्कृत भाषा शिक्षण के उद्देश्यों को विभिन्न स्तरों पर लागू करने में सक्षम होंगे।
3. संस्कृत भाषा शिक्षण के सिद्धांतों, विधियों एवं भाषाई कौशलों (श्रवण, वाचन, पठन, लेखन) का व्यवहारिक ज्ञान अर्जित करेंगे।
4. सूक्ष्म शिक्षण एवं सहायक सामग्री के माध्यम से भाषा कौशलों के विकास हेतु योजनाएँ बना सकेंगे।
5. गद्य, पद्य, रचना एवं व्याकरण की पाठ योजनाएँ बनाकर कक्षा शिक्षण में लागू कर सकेंगे।
6. उपलब्धि परीक्षण, मूल्यांकन तकनीकों एवं शिक्षण सहायक गतिविधियों को प्रभावी रूप से प्रयोग कर सकेंगे।
7. निदानात्मक एवं उपचारात्मक शिक्षण की सहायता से विद्यार्थियों की भाषाई कठिनाइयों का समाधान कर सकेंगे।

इकाई - 1: भाषा का स्वरूप एवं विकास

- भाषा की परिभाषा, अर्थ एवं प्रकृति
- भाषा की विशेषताएँ एवं प्रकार
- भाषा एवं अन्य विषयों के साथ अंतर्संबंध
- मातृभाषा का महत्व एवं विकास
- भाषा के विविध रूप
- विकास की विभिन्न अवस्थाओं में भाषाई विकास की विशेषताएँ

इकाई - 2: संस्कृत शिक्षण के उद्देश्य एवं विधियाँ

- संस्कृत शिक्षण के सामान्य एवं विशिष्ट उद्देश्य
- उद्देश्यों का वर्गीकरण : ज्ञानात्मक, भावात्मक, क्रियात्मक
- उद्देश्यों को व्यावहारिक रूप में लिखने की आवश्यकता एवं विधियाँ
- विभिन्न शैक्षिक स्तरों पर संस्कृत शिक्षण की भूमिका
- संस्कृत शिक्षण की समस्याएँ एवं समाधान

इकाई - 3: संस्कृत शिक्षण के सिद्धांत, विधियाँ एवं कौशल विकास

- संस्कृत शिक्षण के प्रमुख सिद्धांत, सूत्र एवं विधियाँ

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- भाषाई कौशलों का शिक्षण : श्रवण, वाचन, पठन, लेखन, सृजन
- सूक्ष्म शिक्षण द्वारा भाषायी कौशलों का विकास
- सहायक सामग्री : प्रकार एवं प्रयोग
- संस्कृत शिक्षण की विशेषताएँ, गुण एवं चुनौतियाँ

इकाई - 4: पाठ योजना, मूल्यांकन एवं नवाचार

- गद्य, पद्य, रचना एवं व्याकरण शिक्षण – उद्देश्य, महत्व एवं पाठ योजना का निर्माण
- मूल्यांकन की आवश्यकता, प्रकार एवं तकनीक
- उपलब्धि परीक्षण एवं इकाई निर्माण
- शिक्षण सहायक क्रियाकलाप : गतिविधि, कार्यशाला, प्रयोग
- भाषा कक्ष एवं प्रयोगशाला
- निदानात्मक एवं उपचारात्मक शिक्षण एवं नवाचार

PRACTICUM / INTERNAL WORK:

Assignment: 10 Marks

Project: 10 Marks

Attendance: 05 Marks

अनुशंसित पुस्तकें -

1. Apte, D.G. and Dongre, P.K. (1980) Teaching of Sanskrit in secondary school, Acharya Book Depot, Baroda,.
2. Chaturvedi, R.S. (1998) Sanskrit Shikshan Padhati, Shilpi Prakashan, Agra.
3. Govt. of India (2000) Methodology of teaching and training in Higher Education, Delhi.
4. Pandey, Ram Sakal, (2006) Sanskrit Shikshanvidhi, Vinod Pustak Mandir Agra.
5. Singh, Karan (2007) Teaching of Sanskrit, Govinda Prakashan, Lakhimpur khiri.
6. NCERT. (2006). Position paper-National focus group on Teaching of Indian Language. retrieved from <https://ncert.nic.in/focus-group.php?ln=>

**SEMESTER-II
(CORE PAPER)
PEDAGOGY OF HOME SCIENCE**

Paper Code: E030209T

Total Marks: 100

Credits: 4

Course Objectives: To enable the Pupil teacher to-

- develop broad understanding of principles and knowledge used in Home Science Teaching.
- explain the Scope and Importance of Home Science as a school subject.
- specify the Aims and objectives of Teaching Home Science at secondary stage.
- develop the understanding of Ideal curriculum in Home Science.
- know various approaches, methods and Teaching Aids in Home Science Teaching.
- prepare Effective lesson plan in Home Science.
- explain various tools used in evaluation in Home Science.

Course outcomes (COs): The pupil teacher will be able to-

- enumerate on the meaning, nature, scope and objectives of teaching Home Science at Secondary and Senior Secondary level.
- state the importance of teaching Home Science in Schools.
- apply various techniques and approaches of Teaching Home Science at secondary and senior secondary level.
- plan instructions effectively for teaching learning process of Home Science at school level.
- plan and modify the setup of Home Science laboratory to conduct practical's according to the changing needs of the curriculum.
- evaluate student performance with a holistic perspective.

UNIT I: NATURE OF HOME SCIENCE AND ITS ROLE IN FAMILY AND COMMUNITY

- The nature and scope of Home Science as a discipline in science.
- Historical perspective and major landmarks in the evolution of home science as a subject.
- The contemporary meaning of Home Science and its place in school education.
- Home Science in socio-cultural context with focus on societal issues and concerns and Interface between Home science and skill development.

UNIT II: CURRICULUM, PEDAGOGIC ISSUES IN HOME SCIENCE AND LEARNING RECOURSES IN HOME SCIENCE

- Objectives of teaching of Home Science at elementary, secondary and senior secondary level, Unit planning, lesson planning
- Methods & Approaches in teaching Home Science: Demonstration, Discussion, Practical, Project , Problem solving, Seminar, Experimentation, Field trips, ICT, Market Survey ,Exhibition, Display, peer learning, Role play and Brain storming, Optimal utilization of community resources and simulated teaching.
- Types of Teaching Aids - On the basis of sense organs involved - On the basis of size of learner group - On the basis of learners control over teaching aid - On the basis of experience provided by an aid
- Effective use of teaching aid

Dr. R Singh
Almas
22/11/20
SKD
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UNIT III: LABORATORY ORGANIZATION AND EXPERIMENTATION IN HOME SCIENCE

- Report, records and registers: (i) Purchase, storage and maintenance of material and equipment
- Characteristics, organization and management of Home Science laboratory
- Layout of design: (i) single subject Home Science laboratory (ii) multipurpose home science laboratory
- Sustainability through innovative designs and Guidelines for teachers

UNIT IV: CURRICULUM AND EVALUATION IN HOME SCIENCE

- Introduction and Principles of curriculum construction, Curriculum organization: critical analysis
- Correlation of Home Science with other subjects, Role of Home Science teacher in curriculum development and transaction
- Measurement vs Assessment vs Evaluation, Concept and Types of Evaluation: Diagnostic, Formative and Summative
- Evaluation as a continuous and comprehensive evaluation, Techniques and devices of evaluation in Home Science

PRACTICUM / INTERNAL WORK:

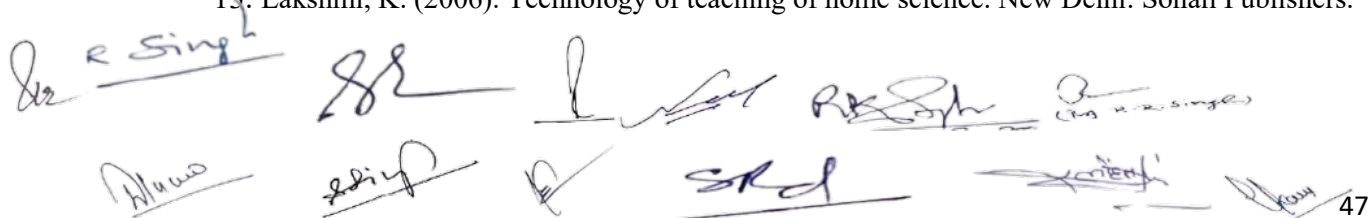
Assignment: 10 Marks

Project: 10 Marks

Attendance: 05 Marks

Suggested Readings:

1. Chandra, Arvinda;(1978) Introduction to Home Science, Metropolitan Book Co., New Delhi;
2. Mann, Mohinder K.(1976) Home Management for Indian; Kalyani Publishers, Delhi,
3. Das, R.R. & Ray,(1979) Binita; Teaching of Home Science; Sterling Publishers, New Delhi,
4. Devadas, Rajammal P.(1958); Teaching of Home Science in Secondary Schools; All India Council for Secondary Education, New Delhi,
5. Devadas, R.P.; (1968.) Textbook of Home Science; Ministry of Food, Govt. of India,
6. Asthana N. Home Science Education: Growth and future prospects(paper) Meri Journal of Education,vol1,no.1 April 2006, Management Education and Research Institute, Delhi
7. Chandra,A., Shah,A. & Joshi ,A. 1989. Fundamental of Teaching Home Science. New Delhi. Sterling Publishers Private Limited
8. Malaviya,R. (2010). Influence of Technology: Adolescent's Interests, Journal of Psychosocial Research, Vol.5 No.1
9. Malaviya,R. (2007). Evolution of Home Science Education: The Metamorphosis. University News: Journal of Higher Education. Vol. 45, No.08, Feb 19-25, 2007
10. Tikoo,S (2010). Professionalism in Home Science, Delhi. Academic Excellence
11. Lady Irwin College (2008). Excellence in Home Science: Contemporary Issues and Concerns, Delhi. Academic Excellence
12. Lady Irwin College (1990). A Textbook of Home Science. Delhi Orient Longman
13. Lakshmi, K. (2006). Technology of teaching of home science. New Delhi: Sonali Publishers.



14. Seshaih, P.R. (2004). Methods of teaching home science. Chennai: Manohar Publishers & Distributors.
15. Nibedita, D.(2004).Teaching of Home Science. New Delhi: Dominant Publishers and Distributers.
16. Shalool, S. (2002). Modern methods of teaching of home science.(I Edition). New Delhi: Sarup&Sons.
17. Jha, J.K. (2001). Encyclopaedia of teaching of home science.(Vol I&II), New Delhi: Anmol Publications Private Limited.
18. Yadav, S. (1997). Teaching of home science.New Delhi: Anmol Publishers.
19. Yadav, S. (1997). Text book of nutrition and health. New Delhi: Anmol Publishers.
20. Shah, A. et al (1990). Fundamentals of teaching home science. New Delhi: Sterling Publishers Private Limited.
21. Bhatia, K.K. (1990). Measurement and evaluation in education, Prakash Publication, Ludhiana

SEMESTER-II
(CORE PAPER)
PEDAGOGY OF URDU LANGUAGE

Paper Code: E030210T

Total Marks: 100

Credits: 4

Course Objectives: To enable the Pupil teacher to-

- knowledge of mother tongue and to familiarize with the appropriate terminology.
- working knowledge of grammatical system in Urdu.
- write in an appropriate manner for a particular purpose with a particular audience in mind.
- teaching and principles of translation.
- observation and demonstration of teaching skills.
- writing habit and skill to explain various methods of writing and to expose their difference.
- awareness of formation of good sentences.
- awareness with the method of teaching language differently.

Course outcomes (COs): The Pupil teachers will be able to:

- understand the need and importance of Urdu Language
- develop proficiency in the Urdu Language
- be Familiar with the psycholinguistics and sociolinguistics aspects of Urdu Language
- use technology to enrich Urdu Language Teaching
- be aware of the pedagogical practices required for teaching Urdu as Language
- encourage continuous professional development in Urdu Language
- develop an appreciation the role of Urdu Language in both academic and Social Life.

UNIT-I: ROLE AND IMPOTANCE OF URDU LANGUAGE

- Nature of Urdu Language
- Urdu as language of knowledge
- Urdu as a first, second and third language
- Urdu as Mother tongue and school language, Importance of Urdu language in curriculum.

UNIT-II: AIMS AND OBJECTIVES OF URDU LANGUAGE PEDAGOGY

- Aims and objectives of pedagogy of Urdu Language at different levels.
- difference between Urdu language as a school subject and language as a medium of instruction and communication,
- Methods of Urdu Language Teaching; Grammar cum translation method, Direct method, Natural method, Communicative approach
- General Principles and maxims of Urdu teaching.

UNIT-III: LESSON PLANNING AND ITS TEACHING- LEARNING MATERIALS

- Lesson planning- : Basic elements, characteristics, approaches (Herbartian, R .C.E.M, BLOOMS, N.C.E.R.T) and significance. Year and Unit planning in Urdu teaching.
- Lesson plan of Prose, Poetry and Grammar in Urdu teaching.
- Micro teaching skills.
- Audio-visual aids and their importance in Urdu teaching and co-curricular activities.

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UNIT-IV ASSESSMENT & EVALUATION

- Development of following linguistic skills: Listening and understanding, Speaking, Reading, Writing in Urdu language
- Evaluation of integrated lesson plan in Urdu language
- Purpose, Types, Characteristics, Techniques and Tools of Evaluation, (CCE, Grading system, CBCS) Construction of Achievement test in Urdu language
- Diagnostic Evaluation, Remedial teaching in Urdu language.

PRACTICUM / INTERNAL WORK:

Assignment: 10 Marks

Project: 10 Marks

Attendance: 05 Marks

Suggested Readings:

1. Teaching of Urdu; Saleem Farani
2. Method of Teaching Urdu; Fakhrul Hasan
3. How to Teach Urdu; Moulvi Salim Abdullah
4. How to write Urdu; Rasheed Hasan Khan
5. Poetry and Teaching of Poetry; Akhtar Anshari
6. Teaching of Language; Moulvi Abdul Hai
7. Qaumi Darsiyat Ka Khaka(2005) NCERT, New Delhi.
8. National Focus Group ka Position Paper (2010) _barae Hindustani Zabanon ki Tadrees' NCERT, New Delhi.
9. Rahnuma Kitab (Teachers_ Manual) (2010) Secondary & Higher Secondary Stage, NCERT, New Delhi.
10. Tadrees aur Aamozish ke Tameeri Ravaiye,(2011)NCERT, New Delhi,
11. Bachche ki Zaban aur Ustad-ek Lahiya amal,(2007), National Book Trust, New Delhi.
12. Agnihotri, R.K,(1995), Multilingualism as a classroom resource, Spriti Publication, Johannesburg.
13. Mohanty, A.K, (2015), Bilingualism in a multilingual society, CIIL, Mysore.
14. Ottaway, A.K.C,(n.d), Usool-e-Talim aur Amal-e-Taleem,NCPUL, New Delhi.
15. NCERT. (2006). Position paper-National focus group on Teaching of Indian Language. retrieved from <https://ncert.nic.in/focus-group.php?ln=>

SEMESTER-II (CORE PAPER) PEDAGOGY OF COMMERCE

Paper Code: E030211T

Total Marks: 100

Credits: 4

Course Objectives: To enable the Pupil teacher to-

- develop broad understanding of aims and objectives of Commerce teaching
- develop their essential skills for practicing commerce education.
- know various approaches and methods of teaching Commerce
- prepare lesson planning of Commerce properly.
- critically analyses commerce curriculum

Course outcomes (COs): The pupil teacher will be able to-

- pupil teacher will be able to understand aims and objectives of commerce teaching.
- pupil teacher will be able to develop their essential skills related instructional method.
- pupil teacher will be able to prepare lesson planning of Commerce properly.
- pupil teacher will be able to critically analyses commerce curriculum
- pupil teacher will be able to conceptualize evaluation and its types

UNIT -I AIMS AND OBJECTIVES OF TEACHING COMMERCE

- Meaning and Nature of Commerce and it's correlation with other school subjects.
- Aims and Objectives of teaching commerce at secondary level.
- Bloom's Taxonomy and Revised Bloom's Taxonomy of educational objectives.
- Writing Instructional objectives in behavioral terms.

UNIT-II INSTRUCTIONAL APPROACHES

- Methods of commerce teaching- Inductive-deductive, analysis-synthesis method Lecture cum demonstration method, Project method, Heuristic method, Laboratory method.
- Innovative instructional method- Brainstorming, Micro- Teaching, Program Teaching, Team Teaching.
- Practical application of computers for a teacher.
- Remedial and diagnostic teaching.

UNIT-III PLANNING OF INSTRUCTION

- Lesson planning: Basic elements, characteristics approaches and significance.
- Teaching Learning Materials- importance and construction of improvised Apparatus
- Evaluation:- CCE, Grading system, CBCS, Blue-Print, Construction and Administration of Achievement Test.

UNIT-IV COMMERCE CURRICULUM AND RESOURCE OF LEARNING

- Curriculum-meaning and principles of organization of curriculum
- Appraisal and criticism of existing commerce curriculum of secondary school
- Text Book of commerce- criteria for evaluation
- Quality of a good commerce teacher

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PRACTICUM / INTERNAL WORK:

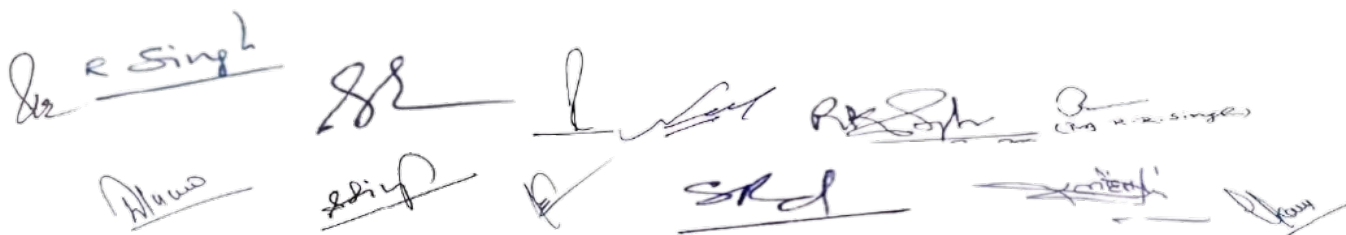
Assignment: 10 Marks

Project: 10 Marks

Attendance: 05 Marks

Suggested Readings:

1. Aggarwal, J.C. (2004). Teaching of Commerce: A Practical Approach. New Delhi: Vikas Publishing House
2. Aggarwal, J.C. (2014). Principles, Methods and Techniques of Teaching. New Delhi: Vikas Publishing House
3. Tiwari, S.A. (2005). Commerce Education in the Global Era. Delhi: Adhyayan Publishers.
4. Tomar, S. (2005). Teaching of Commerce. Agra: Vinod Pustak Mandir.
5. Venkates et. Al. (2004). Methods of Teaching Commerce. New Delhi: Discovery Pub. House.

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SEMESTER-II
(CORE PAPER)
PEDAGOGY OF ENGLISH LANGUAGE

Total Marks: 100

Credits: 4

Course Objectives: To enable the Pupil Teacher to understand

- the nature, characteristics and the use of English language.
- acquaint the required skills and their inter links for mastering a language.
- apply the various approaches for planning for successful language teaching.
- understand approaches for teaching different aspects of language.
- enhance the skills to study of the semantic, phonetic, graphic and phonetic graphic aspects.
- sound knowledge of teaching technology of the language.

Course outcomes (COs): The pupil teacher will be able to understand

- the need and importance of English Language
- develop proficiency in the Language
- be Familiar with the psycholinguistics and sociolinguistics aspects of Language
- use technology to enrich Language Teaching
- be aware of the pedagogical practices required for teaching English as Second Language
- facilitates the effective use of learning resources.
- encourage continuous professional development
- develop an appreciation of the role of the English in both academic and Life.

Unit-I: MEANING AND NATURE OF ENGLISH AS A SECOND LANGUAGE

- Concept Meaning and nature of English.
- General Characteristics of a language.
- Principles of Language teaching.
- Role of English in the present Scenario; English as a national link language, English as an International Link Language.
- Aims and objectives of teaching English at Secondary level. Writing objectives in behavioral terms.

UNIT-II: CONTENT AND PEDAGOGICAL ANALYSIS, METHODS OF TEACHING AND SKILLS OF TEACHING

- Teaching of prose, poetry, composition and grammar.
- Developing skills of Listening, Reading, Writing and Speaking.
- Difference between Method and Approach of teaching English, Major methods of teaching English: Grammar-cum-translation method, direct method and bilingual method.
- Various Approaches of teaching English; Structural Approach, Communicative Approach, Holistic Approach & Linguistic communicative approach.

Unit-III: PLANNING FOR BETTER TEACHING

- Microteaching-Concepts, Need, Importance, and other teaching skills
- Lesson plans for developing the skills of teaching
- Prose • Poetry • Grammar • Composition

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- Essentials of instruction material, classification of audio-visual aids, need and importance of audio-visual aids.

UNIT-VI: TESTING AND EVALUATION:

- Concept of Teaching and Evaluation.
- Need and Importance of Testing in English. Types of Tests - Oral, Written and Skill Testing.
- Diagnostic test and Remedial teaching.
- Action research and project work in the teaching of English language.

PRACTICUM / INTERNAL WORK:

Assignment: 10 Marks

Project: 10 Marks

Attendance: 05 Marks

Suggested Readings:

1. Dhand, H. (2009). Techniques of Teaching. New Delhi: APH Publishing Corporation
2. Siddiqui, M.H. (2009). Techniques of Classroom Teaching. New Delhi: APH Publishing Corporation.
3. Kalyani, L. K. (2023). Teaching of English, Delhi: K.N. International Publishers.
4. Aggarwal, J. C. (2008). Principles, Methods & Techniques of Teaching. UP: Vikas Publishing House Pvt Ltd.
5. Chauhan, S. S. (2008). Innovations in Teaching Learning Process. UP: Vikas Publishing House Pvt. Ltd.
6. Venkateswaran, S. (2008). Principles of Teaching English. UP: Vikas Publishing House Pvt. Ltd.
7. Sharma, R. N. (2008). Principles and Techniques of Education. Delhi: Surjeet Publications.
8. Sharma, R. N. (2008). Contemporary Teaching of English. Delhi: Surjeet Publications.
9. Baruah, T. C. (1993). The English Teacher's Handbook. New Delhi: Sterling Publishers.
10. Bennett, W. A. (1969). Aspects of Language and Language Teaching. London: Cambridge University Press.
11. Francis Soundararaj, F. (1995). Teaching Spoken English and Communication Skills. Chennai
12. Krishnaswamy, N. (1995). Teaching English Grammar. Chennai: T.R. Publication.
13. Wright, A. (1977). Visual material for the language teacher. London: Longman.
14. Lee, W. R. (1976). Language teaching games and contexts. London: Oxford University Press.
15. Krishnaswamy and Lalitha Krishnaswamy. (2003) Teaching English – Approaches, Methods and Techniques. Bangalore: Macmillan India Ltd.
16. Hornby, A. S. (1968). The Teaching of Structural Words and Sentence Patterns. London: Oxford University Press

SEMESTER-II (CORE PAPER) PEDAGOGY OF FINE ARTS

Paper Code: E030213T

Total Marks: 100

Credits: 4

Course Objectives: To enable the student teacher to-

- get acquainted with importance of Fine art and its place in curriculum.
- understand the concept of representing models and imagination of Fine Art.
- get acquainted of methods of teaching of fine Art
- correlate of Arts Education with other school subject.
- get acquainted with practical skill in fine Art.

Course outcomes (COs): The Pupil teachers will be able to-

- develop basic understanding of different Fine art forms and their impact in our life.
- enhance artistic and aesthetic sensibility of learners to enable them to respond to the beauty in different Fine Art forms.
- develop skills for integrating different Fine Art forms across school curriculum at Secondary level.
- create awareness of the rich cultural heritage, artists and artisans in the society

Unit-I BASIC OF FINE ART

- Concept, Importance and Scope of different forms of Art
- Nature, scope and aims of teaching Fine Art.
- Importance of Fine Arts and its place in the curriculum at School level.
- Significance of teaching Fine Arts at school level.

Unit-II AIMS AND OBJECTIVES OF TEACHING FINE ARTS

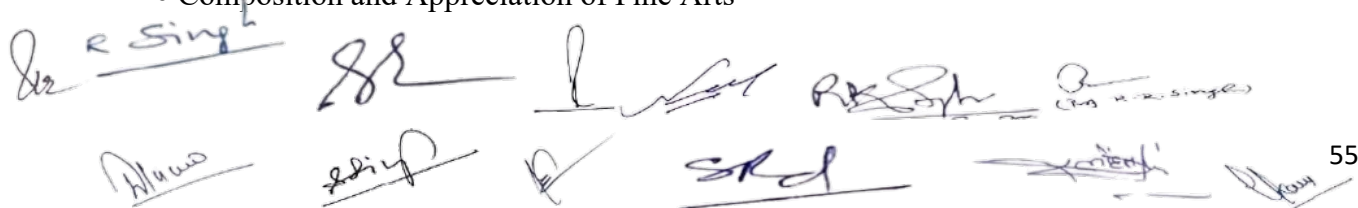
- Aims and Objectives of teaching Fine Arts. (Blooms & Revised Blooms Taxonomy)
- Curriculum Organization of fine Arts.
- Critical appraisal of the existing syllabus in fine Arts.
- Importance of Exhibitions & Competitions in encouraging creative Expressions among Students.

Unit-III LESSON PLANING AND TEACHING AIDS OF FINE ARTS

- Lesson planning to teach Fine Arts : Micro, Macro, ICT Based, Diary Based, Test Based, Model based (Line, Color, Design, Still Life, Poster)
- Methods of teaching Fine Art and Its Approaches: Free Expression, Representation, Designing and clay modeling at various stages.
- Representing model and imagination in Teaching of Fine Art
- Audio –Visual aids and their use in teaching of Fine Arts and critical appraisal of present text books in Fine Arts.

Unit-IV PROFESSIONAL DEVELOPMENT OF ARTS TEACHER AND EVALUATION

- Qualities and professional competencies of a Fine Arts teacher.
- Composition and Appreciation of Fine Arts



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- Art Room, its need, equipment and decoration.
- Evaluation: CCE, Grading system, CBCS, Construction of Achievement test, Remedial and diagnostic teaching.

PRACTICUM / INTERNAL WORK:

Assignment: 10 Marks

Project: 10 Marks

Attendance: 05 Marks

Suggested Readings:

1. Brown, Percy (1953). Indian Painting, Calcutta.
2. Chawla, S.S. (1986). Teaching of Art. Patiala: Publication Bureau, Punjabi University.
3. Harriet, Goldstein (1964). Art in Everyday Life. Calcutta: Oxford and IBH Publishing Company.
4. Jaswani, K.K., Teaching and Appreciation of Art in Schools.
5. LowenfeldViktor .Creative and Mental Growth.
6. Margaret, Marie Deneck (1976). Indian Art. London: The Himalata Publication.
7. Sharma, L.C., History of Art, Goel Publishing House, Meerut.
8. NCERT. (2006). Position paper-National focus group on Art, Music Dance and Theatre. retrieved from <https://ncert.nic.in/focus-group.php?ln=>

A collection of handwritten signatures and initials in black ink, arranged in two rows. The top row includes 'R Singh', a stylized 'SR', 'SRD', 'R Singh', and 'R Singh (as a single)'. The bottom row includes 'Alano', 'singh', a checkmark, 'SRD', 'SRD', and 'SRD'.

SEMESTER-II
(CORE PAPER)

Total Marks: 100

Course Objectives: To enable the Pupil teacher to-

- Course outcomes (COs):** The pupil teacher will be able to-

- ## **UNIT –I: MEANING, AIMS AND OBJECTIVES OF TEACHING PHYSICALSCIENCE**

- ## UNIT- II INSTRUCTIONAL APPROACHES

- Methods - Lecture, Demonstration, Lecture-cum Demonstration, Heuristic, project, Laboratory, Problem Solving, Field Visit.
- Techniques – Team-Teaching, Computer Assistance Teaching.
- Innovative instructional method- brainstorming, micro-teaching, team teaching.
- Practical application of computers for a teacher.

- Lesson planning: basic elements, characteristics, approaches (Herbartian, R.C.E.M, Blooms, N.C.E.R.T) and significance, Year and Unit planning.

- Teaching learning materials- importance and construction of improvised apparatus, OER-MOOCs
- Evaluation- types of evaluation (CCE, grading system, CBCS), construction of achievement test
- Remedial and diagnostic teaching.

- Principles of curriculum organization, critical analysis of existing secondary agriculture science curriculum

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- Agriculture science laboratories: setting and importance, construction of improvised apparatus for agriculture science teaching.
- Critical understanding of agriculture science text book
- Qualities of a good agriculture science teacher

PRACTICUM / INTERNAL WORK:

Assignment: 10 Marks

Project: 10 Marks

Attendance: 05 Marks

Suggested Readings:

1. Cook GSA Hand book of Teaching Vocational Agriculture
2. Garric EW Teaching Vocational Agriculture
3. Hamlin, H. M. Agriculture Education in Community Schools
4. Hammends, G. Teaching of agriculture
5. Handbook of Agriculture. Ludhiana: PAU.
6. ICAR Handbook of Agriculture. New Delhi: Govt. of India.
7. Sharma, R.C. Modern Science Teaching.

A collection of handwritten signatures in blue ink. The top row includes signatures for 'R Singh', a stylized 'SR', a signature that appears to be 'R Singh', and another 'R Singh'. The bottom row includes 'Almas', 'singh', a checkmark, 'SKD', a signature that looks like 'Kant', and another signature.

SEMESTER-II
ELECTIVE PAPERS
GENDER, SCHOOL AND SOCIETY

Paper Code: E030215T

Total Marks: 100

Credits: 4

Course Objectives: This course will enable student teachers to

- Develop basic understanding and familiarity with key concepts—gender, gender bias, gender stereotype, gender parity, equity and equality.
- Learn about gender issues in educational contexts; curriculum, textual materials across disciplines, pedagogical process and its intersection with class, caste, religion, and region.
- The gender discrimination in the construction and dissemination of knowledge
- Gain a critical perspective on the ways in which education maintains and legitimates gender relations in society and
- To explore the complex relationship of gender and education and understand how gender, power and sexuality relate to education (in terms of access, curriculum and pedagogy).

Course outcomes (COs): The pupil teacher will be able to-

- Discuss and debate on gender based right and responsibilities.
- Interpret human rights in relation to gender.
- Understand the nature and process of the socialization.
- Suggests and invent some policy interventions in the school education.
- Analyze and create a project on social issues based on gender.

UNIT- I: GENDER ISSUES: KEY CONCEPTS

- Gender, Sex, Sexuality, Patriarchy, Masculinity, and Feminism: liberal, socialist, and radical
- Gender bias, Gender stereotyping, Gender parity.
- Gender hierarchy.

UNIT-II: LEARNING OF GENDER ROLES

- Meaning of socialization
- Learning of gender roles in cross-cultural perspectives
- Formation of Gender Identities and Socialization Practices in:
 - Family
 - Schools
 - Other formal and informal organization.

UNIT-III: GENDER AND EDUCATION

- Schooling of Girls.
 - Issues of equity, inequalities and resistances (issues of access, retention and exclusion in relation to caste, tribe, religion and region, disability).
- Instrumentalist approach to women education- Application in the Indian Context Gender and Subject choices.

UNIT- IV: ISSUES OF GENDER INEQUALITY IN CURRICULUM AND SCHOOL

- In the Structure of knowledge; Feminist critique of various school subjects
- In pedagogical practices
- In the development of curriculum and text books
- Gender and the hidden curriculum

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- Strategies for Change: Women's movement, Critical Media Literacy, Teacher as an agent of change

PRACTICUM / INTERNAL WORK:

Assignment: 10 Marks

Project: 10 Marks

Attendance: 05 Marks

Suggested Readings:

1. Desai, Neera and Thakkar, Usha.(2001). Women in Indian Society. National Book Trust. New Delhi
2. Dunne, M.et al.(2003). Gender and Violence in School. UNESCO
3. Kostas, Marios (20 June 2019). —Discursive construction of hegemonic masculinity an emphasized femininity in the textbooks of primary education: children's discursive agency and polysemy of the narratives. Gender and Education:-1
4. NCERT 2006, National Curriculum Framework 2005: Position Paper, National Focus Group .Gender Issues & Education
5. Srivastava, Gouri (2012). Gender and Peace in Textbooks and Schooling Process. Concept Publishing Company Pvt. Ltd., New Delhi
6. Sherwani Azim.(1998) The Girl Child in Crises. Indian Social Institute, New Delhi
7. UNESCO (2015). A Guide for Gender Equality in Teacher Education Policy and Practices (PDF). Paris, UNESCO. pp. 9-10, 59-61. ISBN 978-92-3100069-0.
8. <http://www.genderandeducation.com/issues/secondgeapolicyreportwolf/>
9. <http://www.genderandeducation.com/resources-2/pedagogies/curriculum/>
10. <http://www.publications.awe.asn.au/gender-and-the-national-curriculum>

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SEMESTER-II
ELECTIVE PAPERS
HUMAN RIGHTS EDUCATION

Paper Code: E030216T

Total Marks: 100

Credits: 4

Course Objectives: This course will enable student teachers to

- Acquire the knowledge of concept of human rights.
- Understand the human duties and responsibilities.
- Analyze the status of women in contemporary Indian society.
- Synthesis the societal problems of human rights in India.
- Evaluate the problems of enforcement of human rights in India.

Course outcomes (COs): The Pupil teacher will be able to:

- analyze how concepts of gender are created, maintained, challenged through embodiment, cultural representations, and social organization.
- describe the social construction of gender and explain who these constructions are shaped by the time, location, and culture that they are situated in.
- explain how theories of gender have been influenced by and influence their social contexts.
- apply concepts and theories related to gender studies to a disciplinary or interdisciplinary creative, scholarly.
- identify and evaluate the historical, philosophical, political and cultural developments establishing human rights as a set of global norms, agreements, and procedures.

UNIT – I: CONCEPT OF HUMAN RIGHTS

- Meaning, Nature and Definition
- Classification of Rights – Moral, Social, Cultural, Civil, Religious and Political.

UNIT – II: HUMAN DUTIES AND RESPONSIBILITIES

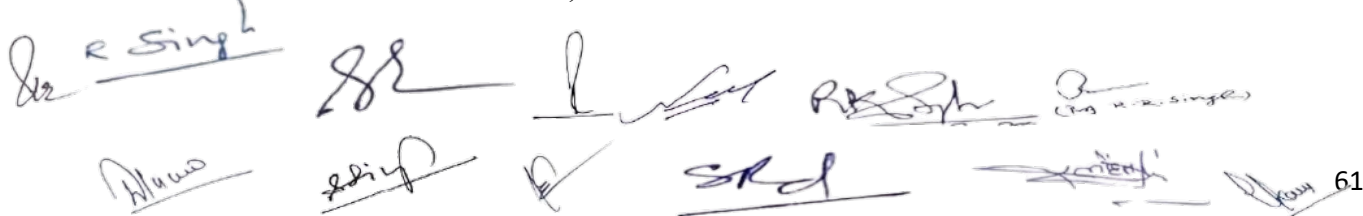
- Concept of Humanism, Duties and Responsibilities,
- Identification of human duties and responsibilities: Towards Self, Family, Community, Society, Nation/State, Poor, Dalit, Downtrodden, Distress, Elders and others
- Interrelationships of rights and duties: Harmony and Conflict.

UNIT – III: STATUS OF WOMEN IN CONTEMPORARY INDIAN SOCIETY

- Poverty, illiteracy, lack of independence, patriarchy, oppressive social custom, gender bias, domestic violence , sexual harassment , in private and public domain
- Women's movement in the West: A Historical Understanding
- Women's movement in India : History and contemporary.

UNIT – IV SOCIETAL PROBLEMS OF HUMAN RIGHTS IN INDIA

- Social Issues: Problems of social hierarchy, Problems of Minorities, Problems of Scheduled Castes and Scheduled Tribes
- Violence against women and children
- Right to Education Act -2009 (RTE), Protection of Children from Sexual Offences Act-2012 (POSCO), Problems of aged and disabled.
- Society and Human Rights: Promotion And Protection: Role of NGOs, Role of Mass-Media, Role of Educational Institutions, Role of Government

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PRACTICUM / INTERNAL WORK:

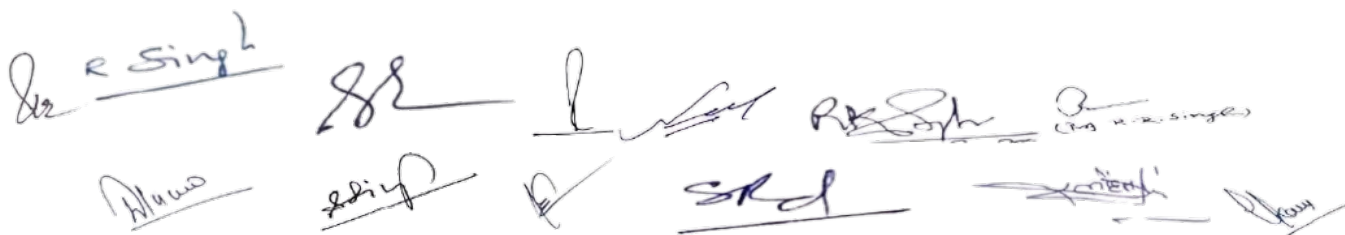
Assignment: 10 Marks

Project: 10 Marks

Attendance: 05 Marks

Suggested Readings:

1. Sen, Amartya, 2004, _Elements of a Theory of Human Rights, Philosophy and public Affairs, 32. No.4
2. Alam, Aftab (2000), Human Rights in India: Issues and Challenges, Delhi, Raj Publication.
3. Bajpai, Asha (2010) Child Rights in India: Law, Policy and Practice, Oxford University Press: New Delhi.
4. Baxi, Upendra (2010) The Future of Human Rights, Oxford University Press: New Delhi.
5. Byrne, Darren, J.O. (2000), Human Rights: An Introduction, New Delhi, Pearson Education Limited.
6. Chandohoke, Neera (2012) Contested Secession: Rights, Self-determination, Democracy, and Kashmir, Oxford University Press, New Delhi
7. Chaudhary, Dashrath (2004), Human Rights and Education, New Delhi, Rainbow Publishers Ltd.
8. Conventions on the Rights of the child (2000), MHRD Govt of India.
9. Dagar, B.S. (1948), Perspectives in Human Rights Education, Chandigarh, .Haryana Sahitya Academy.
10. Donnelly, Jack (1989), Universal Human Rights in Theory and Practice, Cornell, Cornell University Press.
11. Elbers, Frank (2002), Human Rights Education Resource book, Cambridge, MA: Human Rights Education Associates.
12. Gopalan, S.B. (1998) India and Human Rights, New Delhi, Lok Sabha Secretariat.
13. Gupta, Madan (2001) What will be Human Rights of students, New Delhi, Jnanada Pub.
14. Hugh (1991) The challenges of Human Rights, London, Cassell, Education Ltd.
15. NCERT. (2006). Position paper-National focus group on gender issues in the curriculum.
16. NCERT. (2006). Position paper-National focus group on problems of scheduled caste and scheduled tribe children (NCF 2005). New Delhi: NCERT. retrieved from <https://ncert.nic.in/focus-group.php?ln=>



SEMESTER-II

PRE-INTERNSHIP

Paper Code: E030217R

Total Marks: 75

Credits: 3

(Pupil teachers must actively participate in all pre-internship activities and maintain detailed records of their involvement)

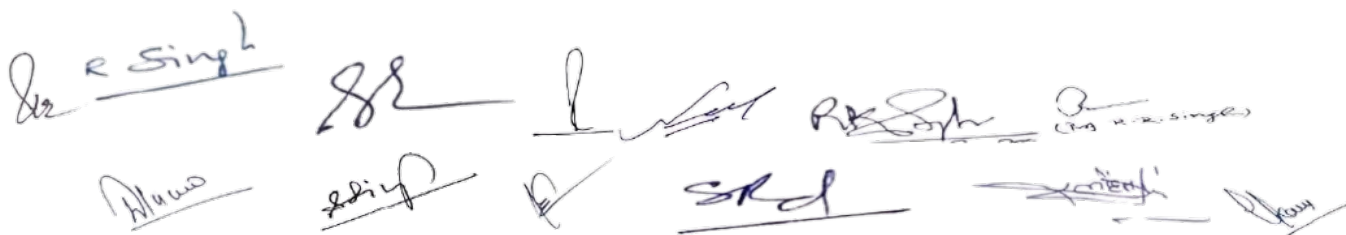
Course Objects: To enable the pupil teachers to:

1. Develop practical understanding of various skills of Micro Teaching.
2. Adapt ICTs in line with principles of classroom activities of teaching and learning.
3. Learn integrating technologies in teaching - learning process.

Course Content

Complete any two of the following activities and prepare report/ maintain record;

1. Preparation of skill based micro teaching lesson plans on six teaching skills in each of the two pedagogic subjects. (12 MARKS)
2. Preparation of simulated lessons with integration of skills including instructional materials in each of the two pedagogic subjects. (5 MARKS)
3. Preparation of Lesson design (four lessons in each pedagogy subject) in each of the two pedagogic subjects. (8 MARKS)
4. Viva- Voce based on above three activities. (50 MARKS)



SEMESTER-II

PROFESSIONAL DEVELOPMENT

Paper Code: E030218P

Total Marks: 25

Credits: 1

(Pupil teachers must actively participate in all professional development activities and maintain detailed records of their involvement)

Course Objectives: To enable the Pupil teacher to-

- develop talent, facilitate employability enabling the incumbent to excel and sustain as a professional teacher.
- identify the environmental issues around them.
- identify the environmental issues around them.
- conceptualize the issues related with environment.
- evaluate the interrelationship between the environmental issues and human activities.
- conceptualize the issues related with environment.
- develop and nurture aesthetic sense and cultural awareness.
- demonstrate through solo and collaborative performances in major performing areas.
- correlate music, drama, craft and other related activities for stress management of the learner and joyful learning.

Course outcomes (COs): The pupil teacher will be able to-

- develop, exhibit and accurate sense of self.
- develop and nurture a deep understanding of personal motivation.
- develop an understanding of personal and professional responsibility.
- understand Global scale of environmental problems.
- reflect critically about their roles and identities as a member of civil society.
- develop healthy environmental habits.
- do independent observations on human interaction with the environment.
- distinguish and analyse music according to historical, cultural and stylistic content.
- describe, analyse and interpret creativity during teaching-learning process
- give message to the society regarding educational and social problems
- understand the functioning of informal agents of education.

1. PERSONALITY DEVELOPMENT FOR A DYNAMIC TEACHER (10 MARKS)

Course Content:

Organize a departmental workshop on personality development.

2. CARE FOR ENVIRONMENT (5 MARKS)

Course Content:

Project on any Environmental pollution /Disaster of the learner's local area

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Course Structure

SEMESTER-III

SEMESTER-III
(CORE PAPER)
ASSESSMENT OF LEARNING AND ACTION RESEARCH

Paper Code: E030301T

Total Marks: 100

Credits: 4

Course Objectives: The Pupil-teacher will be able to:

- Comprehend the concept and purpose of assessment.
- Understand the various techniques and tools of assessment.
- Know the various examination systems of India at different levels.
- Compute and apply the statistical techniques in assessment.
- Help students to prepare an action research proposal.

Course outcomes (COs): The pupil teacher will be able to

- Understand the utility of educational assessments and fundamental aspects of educational assessment
- Describe fundamental aspects on quality of assessment procedures
- Understand the utility of educational assessments within the broader context of educational policy and decision making
- Develop a sense for ethical issues in educational measurement and evaluation
- Identify flaws in educational assessment
- Locate relevant information from a variety of sources and as simulate interpret and apply knowledge regarding Action Research.

UNIT-I: Perspective in Assessment and Evaluation

- Meaning, Principles and Purposes of Assessment.
- Relationship between Measurement, Assessment and Evaluation.
- Continuous and comprehensive evaluation: concept and need
- Forms of assessment based on:
 - Purpose (prognostic, formative, diagnostic and summative),
 - Scope (teacher made, standardized),
 - Attribute measured (achievement, aptitude and attitude),
 - Nature of information gathered (qualitative, quantitative),
 - Mode of responses (oral and written; selection and supply),
 - Nature of interpretation (norm referenced, criterion referenced) and
 - Context (internal, external)

UNI-II: Tools and Techniques of Assessing Learning

- General principles of test construction, Construction of table of specifications and Writing different type of test items- various forms of objective type, short answer type, essay type and interpretive exercises
- Assessment of Performance: tools and techniques for assessment of skills
- Existing Practices: Unit tests, half-yearly and annual examinations, semester system.
- Marking & Grading, Non-detention policy, Objectivity & Subjectivity
- Role of feedback in improving learning

UNIT-III: Fundamentals of Statistics

- Meaning, nature and scope of educational statistics, Data, Scores
- Frequency distribution, tabulation and graphical representation of data (Histogram, Frequency Polygon, Pie-Diagram)
- Measures of central tendency-computation and uses of mean, median and mode

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- Range, Quartile Deviation, Standard Deviation
- Correlation concept, types and interpretation; Rank difference and Product Moment Method of measuring correlation coefficient

UNIT-IV: Understanding Action Research

- Action Research: Meaning, Nature and Scope of Action Research; Types of Action Research (Individual and Collaborative)
- Methods used in Action Research (Experimental, Diagnostic and Remedial and Case Study)
- Steps of Action Research proposal
- Action Research Report writing

PRACTICUM / INTERNAL WORK:

Assignment: 10 Marks

Project: 10 Marks

Attendance: 05 Marks

Suggested Readings:

1. Anastasi, A. and Urbina, S. (2005). Psychological Testing. Singapore: Pearson Education.
2. Ebel, R.L and Frisbie (1979). Educational Achievement. Singapore: Pearson Education.
3. Gronlund, N.E and Linn R.L.(2003). Measurement and Assessment in Teaching, Singapore: Pearson Education.
4. Nitko, A.J. (2001). Educational assessment of students (3rd ed.). Upper Saddle River, NJ: Prentice Hall.
5. Reynolds, C.R, Livingston, R.B and Willson Victor (2005). Measurement and Assessment in Education, New York: Pearson
6. Danielson, C. (2002). Enhancing student achievement: A framework for school improvement. Alexandria, VA: Association for Supervision and Curriculum Development.
7. Gentile, J.R. & Lalley, J.P. (2003). Standards and mastery learning: Aligning teaching and assessment so all children can learn. Thousand Oaks, CA: Corwin
8. Natrajan V. and Kulshreshtha S.P. (1983). Assessing non-Scholastic Aspects- Learners Behaviour. New Delhi: Association of Indian Universities.
9. Newman, F.M. (1996). Authentic achievement: Restructuring schools for intellectual quality. San Francisco, CA: Jossey-Bass.
10. Norris N.(1990). Understanding Educational Evaluation, Kogan Page Ltd.
11. Singh H.S.(1974). Modern Educational Testing. New Delhi: Sterling Publication
12. Stanley, J.C and K.D Hopkins(1978). Educational and Psychological Measurement and Evaluation. New Delhi: Prentice Hall of India.
13. Thorndike, Rober, L and Hagen, Elizabeth, (1955). Measurement and Evaluation in Psychology and Education. New York: John Wiley and Sons. Inc
14. Thorndike, R.L. & E.P. Hagan Measurement and Evaluation in Psychology and Education, (III ed) Wiley Eastern Ltd. New Delhi
15. Carr, W. and S. Kemmis (1986). Becoming Critical: Education, Knowledge and Action Research. Geelong: Deakin University Press.

SEMESTER-III

(CORE PAPER)

DEVELOPMENT OF EDUCATION SYSTEM IN INDIA

Paper Code: E030302T

Total Marks: 100

Credits: 4

Course Objectives: To enable the Pupil teacher to understand

- the history of Indian Education in different era.
- understand the socio-political factors of affecting the development of education.
- understand the contribution of various educational policies and programs during the pre- and post- independence.
- analyze educational policy framework during and after independence
- develop understanding of the issues and challenges faced by Indian contemporary society

Course Outcomes (COs): The pupil teacher will be able to understand

- knowledge about history of Indian education in different periods of time.
- compare and analyze Indian Education in different periods of time.
- critically evaluate the contribution of educational policies and programmes during pre and post-independence
- understand the role of various policies and practices in Indian education

UNIT I: EDUCATION IN ANCIENT AND MEDIEVAL INDIA

- Education in India: a brief introduction of Indian knowledge system
- Education in India :Vedic Period
- Education in India :Buddhist Period
- Education in India : Medieval Period

UNIT- II EDUCATION DURING BRITISH PERIOD (1700 AD 1900 AD)

- British Education system in India, Minutes and Resolution of 1835
- Adam's Report and its Recommendations
- Wood's Dispatch 1854
- Recommendations of Indian Education Commission (Hunter Commission)-1882, its influence on the subsequent development of education

UNIT-III EDUCATION DURING BRITISH PERIOD (1901 AD 1947 AD)

- Lord Curzon's educational policy
- Essential features of Sadler Commission -1917
- Wardha scheme of education (Basic Education)-1937
- Sargent Report-1944

UNIT- IV EDUCATION IN POST-INDEPENDENCE PERIOD (1947 ONWARDS)

- The University Education Commission (Radha krishnan Commission)1948-49)
- The Secondary Education Commission (Mudaliar Commission)1952-53)
- Education Commission or Kothari Commission(1964-66)
- National Policy on Education (1986) and Program of Action (1992)
- National Education Policy 2020

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PRACTICUM / INTERNAL WORK:

Assignment: 10 Marks

Project: 10 Marks

Attendance: 05 Marks

Suggested Readings:

1. Aggarwal, J.C.- Landmarks in the history of Modern Indian Education, Vikas Publishing House, New Delhi
2. Altekar, A.S. (2010). Education in Ancient India, Delhi: Isha Books.
3. Bhaskara Rao Digumati, Education for All, Issues and Problems. APH Publishing Corporation, New Delhi
4. Chaube, Saryu Prasad- Bharat Mein Shiksha ka Vikas; Allahabad: Central Book Depot
5. Dash, M(2000)- Education in India- Problems and Perspectives, New Delhi: Atlantic Publishers
6. Gupta, S.P.- Bhartiya Shiksha Ka Itihas, Vikas Evam Samasyaen; Allahabad: Sharda Pustak Bhavan
7. Kabir, Humanyu- Swatantra Bharat Mein Shiksha; Delhi: Rajpaland Sons Law, Narendranath, Promotion of Learning in India during Muhammedan Rule by Muhammedans, London, 1916.
8. Mishra, B.K. and Mohanty, R.K. (2003); Trends and Issues in Indian Education. Meerut: Surya Publications
9. Mukherjee, R.K. (2011). Ancient Indian Education: Brahmanical and Buddhist, Delhi: Motilal Banarasidas.
10. National Policy and Education (1986). MHRD. New Delhi: Govt. of India.
11. National Source Book on Population Education, NCERT
12. Nurullah S and Naik, J.P.(1981); A Student History of Education in India ,Macmillan and Co., Mumbai.
13. Oad, L.k.- Shikshakenutanaayam; Jaipur: Rajasthan Hindi Granth Academy
14. Sharma, R.N. and Sharma, R.K.(2004). Problems of Education in India. New Delhi: Atlantic Publishers
15. Sindhal, Mahesh Chandra- Bhartiya Shiksha Ki Vartaman Samasyaen; Jaipur: Rajasthan Hindi Granth Academy.

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SEMESTER-III

SCHOOL INTERNSHIP

Paper Code: E030303R

Total Marks: 300

Credits: 12

(Pupil teachers must actively participate in all school internship activities and maintain detailed records of their involvement)

Course Objectives:

1. To provide hands-on teaching experience through real classroom exposure and facilitate the application of theoretical knowledge in practical settings.
2. To develop lesson planning and classroom management skills by engaging with students, planning units, and handling diverse classroom situations.
3. To cultivate professional values and ethics essential for the teaching profession, such as punctuality, responsibility, empathy, and respect for diversity.
4. To enhance reflective and analytical thinking by encouraging self-evaluation, peer reviews, and feedback from mentors.
5. To enable effective use of teaching-learning resources and technology to improve student engagement and learning outcomes.

Course Outcomes:

1. Design and deliver effective lesson plans catering to the needs and levels of diverse learners.
2. Demonstrate appropriate classroom management strategies and maintain a positive learning environment.
3. Apply pedagogical content knowledge effectively in real teaching scenarios across different subjects.
4. Reflect critically on their teaching practices and make necessary improvements based on feedback and self-assessment.
5. Exhibit professional behavior and ethical conduct, including collaboration with peers, respect for students' rights, and engagement with the school community.

Course Content:

Each candidate shall have to compulsorily undergo the following learning experiences of school Internship (practical activities) in third semester:

- REGULAR CLASSROOM TEACHING -DELIVERY OF 40 LESSONS (20 IN EACH PEDAGOGY SUBJECT) – SUPERVISION OF EACH PEDAGOGY SUBJECT (40 MARKS)
- CRITICISM LESSON – ONE IN EACH PEDAGOGY SUBJECT (10 MARKS)
- OBSERVATION OF 40 LESSONS IN EACH PEDAGOGY SUBJECT (10 MARKS)
- ATTENDANCE REGISTER (5 MARKS)
- TEACHERS DAIRY(10 MARKS)
- CONTINUOUS AND COMPREHENSIVE EVALUATION (CONSTRUCTION AND ADMINISTRATION OF ACHIEVEMENT TEST) (10 MARKS)
- CELEBRATION OF SPECIAL DAYS AND WRITING REPORT WITH THEIR MESSAGES (5 MARKS)
- ACTION RESEARCH (10 MARKS)
- OBSERVATION OF TEACHING (200 MARKS)

Course Structure

SEMESTER-IV

SEMESTER-IV

(CORE PAPER)

CONCURRENT ISSUES OF EDUCATION

Paper Code: E030401T

Total Marks: 100

Credits: 4

Course Objectives: To enable the Pupil teacher to understand

- concurrent issues of primary, secondary and higher education in India
- To understand the role of educational agencies at the national and state level.
- To understand various challenges related to education and developing necessary remedial measures.

Course Outcomes (COS): The pupil teacher will be able to-

- Making individuals aware of various aspect of Indian education system.
- Inculcating the traits of morality, ethics, dignity and graciousness within oneself and rendering the effective contribution in the development of Indian education system.
- Understand the problem and issues of Indian education e.g teaching attribute is in a lowest state, financial constructions, privatization, inadequate facilities and infrastructure
- Awareness of challenges like heterogeneous education system, involvement of political factor, economic difficulties and lack of moral value.
- To understand how to enhance the education system towards a learning society, connection between institute and industries and incentives to teachers and researchers

UNIT I: PRESENT SCENARIO OF INDIAN EDUCATION

- Aims, objectives and Educational structure of Foundation and Primary Education in India
- Aims, objectives and Educational structure of Secondary Education in India
- Aims, objectives and Educational structure of Higher Education in India
- concurrent issues related to primary, secondary and higher Education

UNIT II ISSUES RELATED TO EDUCATION IN INDIA

- concurrent issues related to Teacher Education in India
- concurrent issues related to Distance Education and Open Education in India
- concurrent issues related to Technical and Vocational Education in India
- National and State Agencies for Enhancement of Quality Education in India viz NCERT, NCTE, NAAC, NUPEA CERT and DIET

UNIT-III: CHALLENGES OF EDUCATION AT DIFFERENT LEVEL IN INDIA

- Universalization of Elementary Education
- Vocationalisation of Secondary Education
- Privatization and Commercialization of Education
- Examination Reforms and Deterioration in Educational Standards

UNIT-IV: POLICY FRAMEWORK FOR PUBLIC EDUCATION IN INDIA AND ITS IMPLEMENTATION.

- National Policy on Education-1986, Revised 1992 and 2020

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- Delors Report: Learning the treasure within
- Right act to Education-2009
- Rastriya Madhyamik Shiksha Abhiyan(RMSA)

PRACTICUM / INTERNAL WORK:

Assignment: 10 Marks

Project: 10 Marks

Attendance: 05 Marks

Suggested Readigs:

1. Aggarwal, J.C.- Landmarks in the history of Modern Indian Education, Vikas Publishing House, New Delhi
2. Altekarr , A.S. (2010). Education in Ancient India, Delhi: Isha Books.
3. Bhaskara Rao Digumati, Education for All, Issues and Problems. APH Publishing Corporation, New Delhi
4. Chaube, Saryu Prasad- Bharat Mein Shiksha ka Vikas; Allahabad: Central Book Depot
5. Dash, M(2000)- Education in India- Problems and Perspectives, New Delhi: Atlantic Publishers
6. Gupta, S.P.- Bhartiya Shiksha Ka Itihas, Vikas Evam Samasyaen; Allahabad: Sharda Pustak Bhavan
7. Kabir, Humanyu- Swatantra Bharat Mein Shiksha; Delhi: Rajpaland Sons
8. Law, Narendranath, Promotion of Learning in India during Muhammed an Rule by Muhammedans, London, 1916.
9. Mishra, B.K. and Mohanty, R.K. (2003); Trends and Issues in Indian Education. Meerut: Surya Publications
10. Mukherjee, R.K. (2011). Ancient Indian Education: Brahmanica and Buddhist, Delhi: Motilal Banarasidas.
11. National Policy and Education (1986). MHRD. New Delhi: Govt. ofl ndia.
12. National Source Book on Population Education, NCERT
13. Nurullah S and Naik, J.P.(1981); A Student History of Education in India ,Macmillan and Co., Mumbai.
14. Oad, L.k.- Shikshakenutanaayam; Jaipur: Rajasthan Hindi Granth Academy
15. Sharma, R.N. and Sharma, R.K.(2004). Problems of Education in India.New Delhi: Atlantic Publishers
16. Sindhal, Mahesh Chandra- Bhartiya Shiksha Ki Vartaman Samasyaen; Jaipur: Rajasthan Hindi Granth Academy

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SEMESTER-IV

(CORE PAPER)

PROCESS OF CURRICULUM DEVELOPMENT

Paper Code: E030402T

Total Marks: 100

Credits: 4

Course Objectives: To enable the pupil teacher to-

- Develop an understanding about Concept, Nature and Importance of curriculum
- Understand the basics, design, process and techniques of Curriculum Development.
- Apply new trends and technique in Curriculum development.
- Critically understand need and importance of assessment in Teaching -Learning process

Course outcomes (COs): The pupil teacher will be able to-

- Understand and organize core and hidden curriculum as per the need of students
- Analyze the components of curriculum to provide broader experiences to students
- Exercise the significant role of curriculum through making teaching enriched and effective
- Implement curriculum and process of Curriculum Evaluation.
- Understand about assessment process at different levels.

UNIT-I BASICS OF CURRICULUM

- Concept ,Nature and Meaning of Curriculum, Core and Hidden curriculum
- Components of Curriculum (objectives, content, learner experiences and evaluation system)
- Role of Curriculum in effective teaching
- Role of teacher in Curriculum Development.

UNIT-II PRINCIPLES, PLANNING AND APPROACHES OF CURRICULUM DEVELOPMENT

- Principles of curriculum: Student centered, Subject centered, Activity Centered and Community centered
- Approaches of Curriculum Development: System analysis, Integrated, Humanistic Disciplinary and Inter disciplinary Approach
- Process of Curriculum development
- Curriculum planning and Implementation

UNIT-III DETERMINANTS AND MODELS OF CURRICULUM DEVELOPMENT

- Determinants of Curriculum (Philosophical, Social and Psychological, Economical, Environmental and Pedagogical).
- Values enshrined in the Indian constitution as determinants of Curriculum -Social, Justice, Equality and Secularism
- Activity based curriculum
- Models of curriculum development-Grass Root Model, Administrative Model, Demonstration Model.

UNIT-IV ISSUES AND TRENDS IN CURRICULUM DEVELOPMENT

- Steps of Curriculum designing:- setting of objectives and learning experiences
- Centralized v/s decentralized Curriculum, Information Explosion, ICT, Liberal education

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- New dimensions in educational and vocational areas, Role of curriculum support materials
- Place of Moral Education and Value Education in Curriculum.

PRACTICUM / INTERNAL WORK:

Assignment: 10Marks

Project: 10 Marks

Attendance: 05 Marks

Suggested Readings:

1. Aggarwal J.C. (1990) Curriculum reform in India World overviews
2. Arora G. L. (1984) Reflections on Curriculum and Imagination process,
3. Bhatt B.D. and Sharma S.R. (1992) Principles of Curriculum Construction
4. Bloom B.S. (1977) Hand Book of curriculum Evaluation UNESCO Paris.
5. Doll. R.C. (1986) Curriculum Improvement, Allyn and Bacon, Boston
6. Freeman, S. F. (1965).Theory and Practice of Psychological Testing (3rd Eds.) New Delhi; Oxford & IBH
7. NCERT (2000) National Curriculum framework for school education
8. NCERT (2005) National Curriculum framework, NCERT, New Delhi.
9. Oliva, P. F,(1988) Developing the curriculum, Scott and Forseman & co.
10. Reddy, B.(2007)Principles of curriculum planning and development
11. Rajput, J.S. (2002). Dimensions of Curriculum Change. New Delhi: NCERT; PP. 284
12. डॉ. श्याम यादव, पाठ्यचर्या विकास और आंकलन, प्रकाशक :विनोद पुस्तक मन्दिर, आगरा

SEMESTER-IV
(ELECTIVE PAPER)
EDUCATION FOR HAPPINESS

Paper Code: E030403T

Total Marks: 100

Credits: 4

Course Objectives:

- To understand the concept and dimensions of happiness.
- To explore the relationship between education and happiness.
- To examine pedagogical practices that foster emotional well-being.
- To enable future educators to create a positive and mindful learning environment.

Course outcomes (COs): The Pupil Teachers will be able to –

- develop self-awareness and mindfulness amongst learners about Happiness.
- inculcate skill of critical thinking & inquiry in the learners for peaceful living.
- enable learners to communicate effectively and express themselves freely and creatively to promote happiness and peace in the society.
- enable learners to understand their expectations in relationships, develop empathy, and ensure healthy relationships with family, peers & teachers.
- enable learners to apply life skills to deal with stressful & conflicting situations around them.
- develop social awareness & human values in learners to engage in meaningful contribution in society.

UNIT 1: CONCEPTUAL UNDERSTANDING OF HAPPINESS

Definition, Nature, and Dimensions of Happiness (Hedonic and Eudaimonic well-being)

Determinants of Happiness: Genetic, Circumstantial, and Volitional factors

Cross-cultural perspectives on happiness

Importance of happiness in human development and education

UNIT 2: EDUCATION AND HAPPINESS

Role of Education in Enhancing Happiness

Education as a means to self-actualization and fulfillment

Educational philosophies promoting happiness (e.g., Rousseau, Tagore, Montessori)

Happiness in national and international education policies (Bhutan's Gross National Happiness, NEP 2020)

Challenges in integrating happiness into mainstream education

UNIT 3: PEDAGOGICAL PRACTICES FOR HAPPINESS

Creating positive learning environments

Role of teacher in promoting emotional well-being

Mindfulness, gratitude, and compassion in classroom practices

Life skills education and resilience building

UNIT 4: SUSTAINING HAPPINESS IN EDUCATIONAL CONTEXTS

Strategies for sustaining happiness: Journaling, Meditation, Service Learning

Role of co-curricular and extracurricular activities

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Community engagement and altruism
Institutional policies for teacher and student well-being
PRACTICUM / INTERNAL WORK:

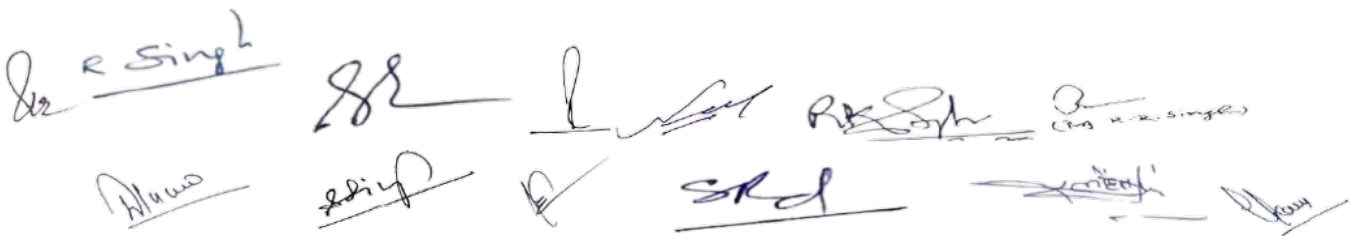
Assignment: 10 Marks

Project: 10 Marks

Attendance: 05 Marks

Suggested Readings:

1. Seligman, M. E. P. (2011). Flourish: A Visionary New Understanding of Happiness and Well-being.
2. Lyubomirsky, S. (2007). The How of Happiness: A Scientific Approach to Getting the Life You Want.
3. Noddings, N. (2003). Happiness and Education.
4. NEP 2020 – Ministry of Education, Govt. of India.
5. UNESCO reports on well-being in education.



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SEMESTER-IV
(ELECTIVE PAPER)
EDUCATIONAL GUIDANCE AND COUNSELING

Paper Code: E030404T

Total Marks: 100

Credits: 4

Course Objectives: To enable the Pupil teacher to-

- understand the concept, need and meaning of guidance and counseling.
- get acquainted with the principles, various areas and procedure of guidance.
- develop understanding about the role of school in context to guidance.
- get acquainted with the principles and process of counseling.
- realize the qualities and role of a school counselor.
- acquire an idea about the need of counseling for children.

Course outcomes (COs): The pupil teacher will be able to-

- understand the concept and process of guidance and counseling.
- Apply the major counseling techniques to resolve the educational, vocational and personal problems of learners.
- Recognize and provide career options to learner as per their vocational needs.
- Analyze and critically evaluate the ethical issues and role of counseling personnel.
- understand role of various counseling services
- provide guidance and counseling to children according to their needs.

UNIT I: GUIDANCE

- Concept, nature, meaning, scope, function of guidance, relationship between guidance and counseling.
- Principles and procedure of guidance.
- Major areas of guidance: educational, personal and vocational
- Need of Guidance at different levels.

UNIT II: GUIDANCE SERVICES

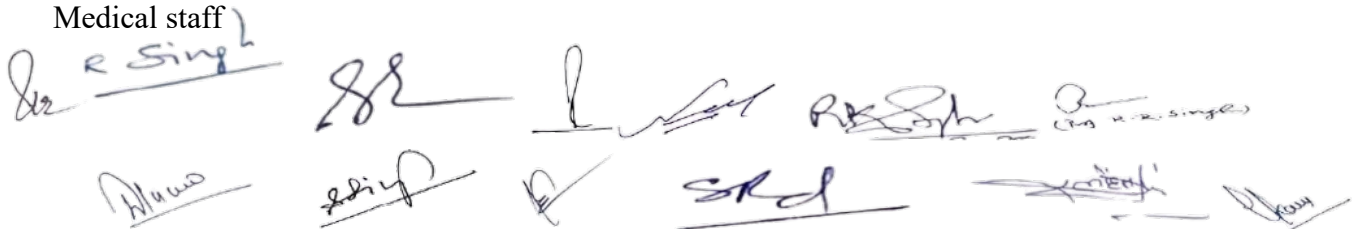
- Essential guidance services: Information, Individual Inventory, Placement service
- follow up, counseling and remedial services.
- Organization of guidance services in schools.
- Evaluation of guidance services.

UNIT III: COUNSELING

- Concept, need and meaning of counseling.
- Principles and process of counseling.
- Techniques of counseling.
- Types of counseling: directive, non-directive and eclectic counseling - meaning, characteristics, steps, advantages and limitations.

UNIT IV: COUNSELING PERSONNEL

- Qualities and role of a counselor, Counselor-Counselee relationship
- Guidance and counseling centers: need, objectives and functions.
- Tools and techniques of guidance and counseling.
- Counseling Personnel – Principal, Teacher, Warden, Physical Education Teacher, Librarian, Medical staff



PRACTICUM / INTERNAL WORK:

Assignment: 10 Marks

Project: 10 Marks

Attendance: 05 Marks

Suggested Readings:

1. Aggarwal, J. C. (1991). Educational, vocational guidance and counseling. New Delhi: Doabai House.
2. Anne, A. (1982). Psychological testing. New York: McMillan Company.
3. Bhatnagar, R. P., & Seema, R. (2003). Guidance and counseling in education and psychology. Meerut: R. Lal Book Depot.
4. Chauhan, S. S. (1982). Principles and techniques of guidance. New Delhi: Vikas Publishing House Pvt. Ltd.
5. Chauhan, S. S. (2008). Principles and techniques of guidance. UP: Vikas Publishing House Pvt Ltd.
6. Crow, L. D., & Crow, A. (2008). An introduction to guidance. Delhi: Surjeet Publications.
7. Indu, D. (1983). The basic essentials of counseling. New Delhi: Sterling Publishers Private Ltd.
8. Jones, A. J. (2008). Principles of guidance. (5ed). Delhi: Surjeet Publications.
9. Kochhar, S. K. (1979). Guidance in Indian education. New Delhi: Sterling Publishers Private Ltd.
10. Kochhar, S. K. (1984). Guidance and counseling in colleges and universities. New Delhi: Sterling Publishing Pvt. Ltd.

Dr R Singh Dr l Dr R Singh Dr (for R Singh)
Alau Singh SKD SKD SKD

SEMESTER-IV

POST INTERNSHIP

Paper Code: E030405R

Total Marks: 150

Credits: 6

(Pupil teachers must actively participate in all post internship activities and maintain detailed records of their involvement)

Course Objectives:

- To enable critical reflection on teaching experiences during the internship to identify strengths, weaknesses, and areas for improvement.
- To consolidate pedagogical understanding by analyzing how theoretical concepts were applied in real classroom situations.
- To encourage documentation and reporting of the school internship experience through lesson records, reflective journals, and feedback reports.
- To foster professional development through group discussions, presentations, and peer feedback sessions post-internship.
- To prepare student-teachers for future teaching roles by integrating feedback from mentors and self-assessment into professional growth plans.

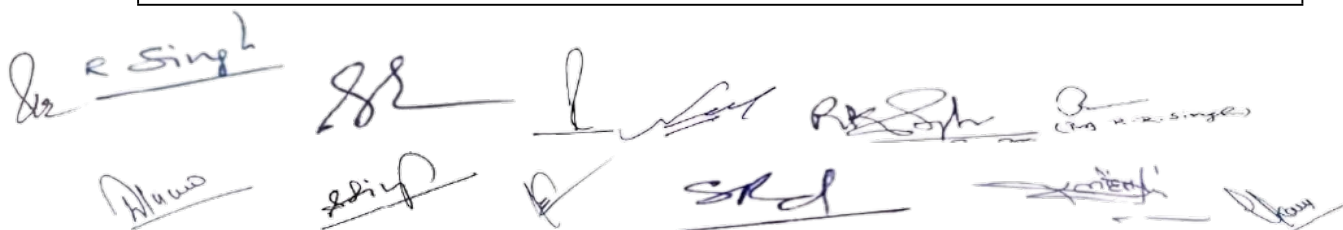
Course Outcomes:

- Critically analyze and reflect on their teaching practices and identify specific strategies for future improvement.
- Demonstrate the ability to integrate theory and practice by explaining how pedagogical methods worked or needed adjustment in the classroom.
- Prepare comprehensive teaching portfolios, including lesson plans, student assessments, and reflective journals.
- Communicate teaching experiences effectively through presentations, peer reviews, and reports.
- Develop a personal professional development plan based on self-evaluation, mentor feedback, and classroom experiences.

Course Content:

Each candidate shall have to compulsorily undergo the following learning experiences of Post Internship (practical activities) in fourth semester:

• PRESENTATION BY THE STUDENT TEACHERS ON THE REFLECTION OF THE COURSE (10 MARKS)
• WORKING WITH COMMUNITY BASED ANY PROJECT OF SOCIAL WELFARE (10 MARKS)
• SUBMIT A REPORT BY VISITING RESIDENTIAL SCHOOL / MENTALLY CHALLENGED SCHOOL/ SPECIAL SCHOOLS (10 MARKS)
• REVIEW OF TEXTBOOK IN BOTH PEDAGOGY SUBJECTS (20 MARKS)
• COMPREHENSIVE VIVA-VOCE
• (BASED ON COMPLETE B.Ed. COURSE) (100 MARKS)



SEMESTER-IV

PROFESSIONAL DEVELOPMENT /FIELD WORK

Paper Code: E030406P

Total Marks: 50

Credits: 2

(Pupil teachers must actively participate in all professional development and field work activities and maintain detailed records of their involvement)

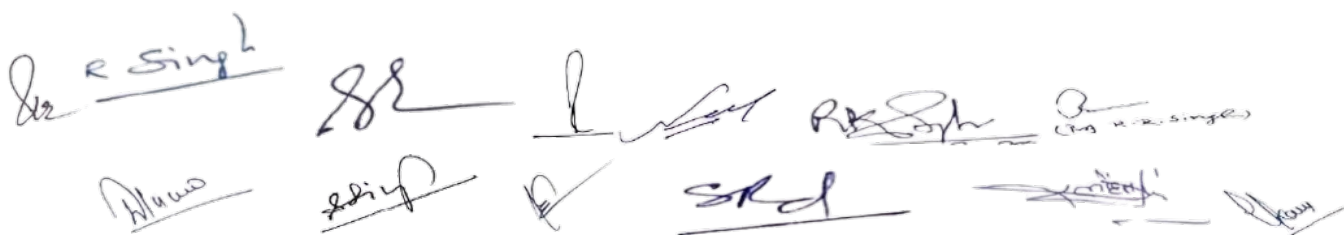
Course Objectives:

1. To develop leadership and teamwork skills through active participation in outdoor adventure and service-based activities aligned with the principles of Scouting and Guiding.
2. To inculcate a sense of social responsibility and national integration by engaging students in community service and environmental conservation initiatives during the camp.
3. To enhance physical fitness, discipline, and problem-solving abilities essential for effective teaching and classroom management.
4. To provide experiential learning opportunities that connects theoretical knowledge with real-world educational practices and institutions.
5. To expose student-teachers to diverse educational settings, cultures, and pedagogical approaches, fostering a broader understanding of education in different contexts.
6. To develop observation, inquiry, and reflective thinking skills through structured visits to schools, historical sites, museums, and other educational landmarks.

Course Outcomes:

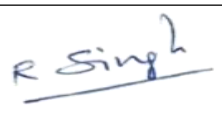
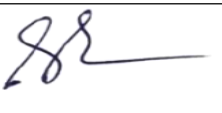
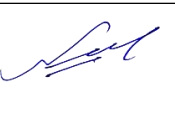
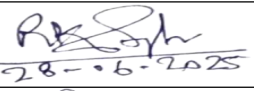
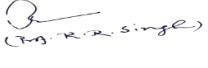
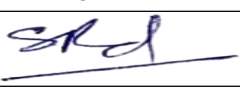
1. Demonstrate leadership and cooperation skills by planning and executing group tasks and service activities in real-life settings.
2. Apply the values of discipline, civic responsibility, and environmental awareness in their personal and professional lives as future educators.
3. Reflect critically on their personal growth in terms of communication, responsibility, and social engagement experienced during the camp.
4. Analyze and compare various teaching methods, administrative practices, and learning environments observed during the educational tour.
5. Demonstrate enhanced awareness of socio-cultural and regional influences on education and apply these insights in their future teaching practice.
6. Reflect on personal and professional growth by documenting experiences and insights gained through the educational tour in the form of reports, presentations, or portfolios.

- | |
|---------------------------------|
| • ROVER-RANGERS CAMP (10 MARKS) |
| • EDUCATIONAL TOUR (15 MARKS) |
| • VIVA-VOCE (25 MARKS) |

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MAA PATESWARI UNIVERSITY
BALRAMPUR, UTTAR PRADESH

Structure of Syllabus for the Programme B.Ed. (Two Year)

Structure of Syllabus developed/proposed by			
Name of Dean/Convener/Member	Designation	Institute	Signature
Prof. Sandip Kumar Srivastava	Dean/Convener BoS & Curriculum Committee	Shri Lal Bahadur Shastri Degree College, Gonda	
Prof. Raghvendra Singh	Member BoS & Sub-Curriculum Committee	M.L.K. P.G. College, Balrampur	
Prof. Shri Prakash Mishra	Member BoS & Sub-Curriculum Committee	M.L.K. P.G. College, Balrampur	
Dr. Ram Raheesh	Member BoS & Curriculum Committee	M.L.K. P.G. College, Balrampur	
Dr. Neeraj Yadav	Member BoS & Curriculum Committee	Shri Lal Bahadur Shastri Degree College, Gonda	
Divisional Education Deputy Director, Balrampur	Ex-officio Member BoS	Divisional Education Deputy Director, Balrampur	
Prof. Rajesh Kumar Singh	Subject Expert (BoS)	DDU Gorakhpur University, Gorakhpur	 28-06-2025
Prof. Rajani Ranjan Singh	Subject Expert (BoS)	University of Delhi	 (Prof. R.R. Singh)
Prof. Dinesh Kumar	Subject Expert (BoS)	University of Lucknow	
Prof. Sangeeta Singh	Member Curriculum Committee	Bareilly College, Bareilly	
Prof. Krishna Kumar Singh	Member Curriculum Committee	Ramnagar P.G. College, Barabanki	
Prof. Sarita Pandey	Member Curriculum Committee	DDU Gorakhpur University, Gorakhpur	
Dr. Lohans Kumar Kalyani	Member Curriculum Sub-Committee	Shri Lal Bahadur Shastri Degree College, Gonda	
Dr. Chaman Kaur	Member Curriculum Sub-Committee	Shri Lal Bahadur Shastri Degree College, Gonda	